DOCUMENT RESUME

ED 162 698 JC 780 618

AUTHOR Harrington, Roger, Ed.
TITLE Internationalizing Community Colleges. Report of a Wingspread Conference.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE Oct 78
NOTE 104p.; Report of the 1978 Assembly convened by the American Association of Community and Junior Colleges in cooperation with the Johnson Foundation at Wingspread, Racine, Wisconsin (May 22-24, 1978)
AVAILABLE FROM American Association of Community and Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036 ($5.00)

EDRS PRICE MF-$0.83 Plus Postage. EC Not Available from EDRS.
DESCRIPTORS Community Colleges; Cultural Exchange; Curriculum Development; Curriculum Enrichment; Foreign Countries; Global Approach; International Education; *International Educational Exchange; *International Programs; International Relations; *Junior Colleges; Student Exchange Programs; Teacher Exchange Programs; Technical Assistance

ABSTRACT

Papers in this document provide a perspective on the views of two-year college educators and other educational leaders on the relevance and place of international education now and in the future. Edmund J. Gleazer, Jr., discusses the community college's role in international education and outlines the policy of the American Association of Community and Junior Colleges as well as reviewing the activities of other organizations including the Council on International Cooperation in Higher Education and the International Council on Adult Education. Moses S. Koch presents rationales and models for internationalizing the college curriculum. Seymour Eskow outlines the educational benefits of sending students and faculty abroad in terms of increasing understanding among peoples of the world and involving individuals in participant and observer relationships. Fred B. Harrington emphasizes the need for community colleges to increase their involvement in providing technical assistance services abroad. Daniel R. McLaughlin describes the cooperative relationship between Asnuntuck Community College in Enfield, Connecticut, and Chien-Hsien Junior College of Technology in Chungli, Taiwan, Republic of China. The recommendations of the 1978 Wingspread Assembly and a list of participants are included. (MB)

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Internationalizing Community Colleges

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JC 780 618

Report of a Wingspread Conference
The Johnson Foundation • Racine, Wisconsin

Internationalizing Community Colleges

Report of the 1978 Assembly
convened by
The American Association of Community
and Junior Colleges
in cooperation with
The Johnson Foundation
at Wingspread
Racine, Wisconsin

May 22-24, 1978

Edited by Roger Yarrington

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American Association of Community
and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Printed in U.S.A.
Price: $5.00

Contents

	Page
Preface Henry M. Halsted	5
Introduction Roger Yarrington	7
International Dimensions of Community Education Edmund J. Gleazer, Jr.	9
Internationalizing the Curriculum Moses S. Koch	30
Educational Benefits of Sending Students and Faculty Abroad Seymour Eskow	46
Providing Technical Assistance Services Abroad Fred H. Harrington	73
A Model Agreement with a Foreign Junior College Daniel R. McLaughlin	83
Report of the 1978 Assembly	92
Participants	101

Preface

The Wingspread conference on "International Education and the Community College" was convened by the American Association of Community and Junior Colleges (AACJC), in cooperation with The Johnson Foundation.

Since its founding more than eighteen years ago, The Johnson Foundation has given international education an important place among its areas of program interest and activity. Over these years the Foundation has cooperated with many organizations to convene at Wingspread meetings that have examined a wide variety of topics and issues relating to international education. Topics of past Wingspread conferences have included: the Foreign Student at the Graduate, Undergraduate, Community College and Secondary School Levels; the UNESCO Associated Schools Project; the International Baccalaureate; Bi-Lingual Education; Cross-Cultural Education; Assessment of Global Literacy; International Educational Exchange; Study Abroad; International Cooperation in Curriculum Development; and Technical Assistance in Education Abroad. Bi-national and multi-national Wingspread conferences have been held on many educational topics. In the spring of 1978 a World Conference on Innovative Higher Education brought together at Wingspread rectors and chancellors of universities from over thirty countries.

This experience of one foundation in a brief decade symbolizes the pace of movement in the world toward international and global perspectives in education. International education, once primarily a peripheral interest of colleges and universities, is moving closer to center stage.

5

In May 1978 The Johnson Foundation welcomed the opportunity to cooperate with AACJC in a broad national review and assessment of international education in community and junior colleges.

This report, edited by Roger Yarrington, Vice President of AACJC, contains the papers presented at Wingspread and the recommendations that were drafted by the conference participants. It provides a perspective on how a group of community and junior college educators and other educational leaders view the relevance and place of international education in the community college now and in the days ahead. The information, ideas and suggestions in this report will make it a useful resource for persons interested in the expanding international dimensions of community college programs and services.

Henry M. Halsted
Vice President-Program
The Johnson Foundation

Introduction

In October 1977 a colloquium on foreign students in United States community colleges was held at Wingspread, the conference center of The Johnson Foundation in Racine, Wisconsin. The proceedings of that conference are published in **The Foreign Student in United States Community and Junior Colleges** (College Entrance Examination Board: New York, 1978).

Discussions at the 1977 colloquium indicated the need for additional conferences to address other aspects of international education programs in community colleges. The Johnson Foundation agreed to assist AACJC with two additional Wingspread conferences.

This monograph reports on the first of these which was held May 22-24, 1978, at Wingspread. Background papers discussed the international dimensions of the community college, internationalizing the curriculum, student and faculty exchanges, technical assistance programs, and a model agreement with a foreign junior college. The background papers are reproduced here. Also included are the recommendations formulated at the meeting. The Assembly report and recommendations were drafted by Becky Jacobsen and reviewed by the Assembly par-

ticipants at the closing session.

Edmund J. Gleazer, Jr., president of AACJC, sets the tone by making the case for internationalizing community colleges. Moses S. Koch, author of the paper on internationalizing the curriculum, is president of Monroe Community College in New York. Seymour Eskow, who writes about student and faculty exchanges, is president of Rockland Community College in New York. Fred H. Harrington, who describes opportunities for community colleges to provide technical assistance abroad, is director of International Linkages in Higher Education, a study project in Washington, D.C. Daniel R. McLaughlin describes a comprehensive cooperative agreement involving Asnuntuck Community College in Connecticut, where he is president.

The conference to follow the one reported here will be held at Wingspread October 25-27, 1978. That meeting will convene representatives of community colleges in the United States and from institutions in as many as 20 countries abroad interested in short-cycle post-secondary education, education for work, lifelong learning systems, literacy education, distance learning, and sharing of information and cooperative endeavors with community colleges in the United States.

We greatly appreciate the assistance of The Johnson Foundation in supporting these conferences. Additional assistance has been received from Shell Companies Foundation in support of this publication. Also, we are indebted to the authors of the papers that appear in this report and to the Wingspread Assembly participants for their contributions to the continuing dialogue on the international services of community colleges.

Roger Yarrington
Vice President, AACJC

International Dimensions of Community Education

By Edmund J. Gleazer, Jr.

A careful reading of the morning newspaper may be more significant for the community college planner than periodic perusal of his professional journals. That may sound like dangerous doctrine to come from one whose organization is in the publishing business, but I mean it. I hope, of course, there will be time for both. But, I think that no one will dispute the notion that community college leadership must be acutely sensitive to what is happening to people within their areas of responsibility—to change in forces that affect the quality of community life, to critical issues confronting citizens and requiring social decision making. A good newspaper will report these. Increasingly many of the forces and the critical issues have their in-

ception many miles away, but the effect is nonetheless real, and the element of distance is fast losing its protective shield to the accelerating speed of transportation and communications.

The Morning Paper

What did my morning newspaper tell me a few weeks ago that was important for people whose profession deals with the teaching-learning process? As one reads, a remarkable mosaic begins to appear in stories about Japan and Sweden and Egypt and Israel and Panama and the United States. We read:

> Sweden's Troubled Utopia . . . the Swedish welfare state that had stood as a model for so many foreign nations has suddenly gone into a tailspin - partly as a consequence of former and present government policies and largely as a result of international circumstances over which nobody here has control . . .
>
> . . . the global recession that hit everyone following the oil crisis of 1973 . . .
>
> . . . the expected worldwide recovery has not arrived . . . Sweden . . . can no longer count on an international boom to reverse its economic decline . . .
>
> . . . As Swedes tighten their belts, they are learning the unpleasant truth that even welfare states must adapt to the realities of a changing planet.

And in a story from Japan we read about "angry farmers," a phrase remarkably similar to one that could be used in describing the emotional state of farmers in the U.S. What are they angry about?

> Japan and the U.S. Reach Agreement on Trade.

The Japanese promised to treble imports of oranges and to quadruple imports of orange and grapefruit juice. It promised "mutual efforts" to increase beef imports by 10,000 tons next fiscal year . . .

. . . Even the minor concessions announced today drew an angry response from Japan's leading farmers' association, which declared that Japan had surrendered to the unjust requirements of the U.S.

. . . In deference to the Japanese, the agreement included a U.S. promise to improve its balance of payments position by reducing its dependence on imported oil. Japan's government has said many times that the real American trading problem is the heavy importation of oil, not the trade barriers in Japan.

To the unsophisticated reader, the story becomes a bit complicated because the oil which is referred to in the discussions about oranges and grapefruit juice comes not from Japan or from the United States but from the Middle East. But that really is just the point; world trade is complicated, and how it comes out may make farmers in Japan angry and those in the U.S. happy, for under the new agreements Tokyo is sending delegations of Japanese buyers to discuss possible deals with American exporters. Now, how do you deal with the shoe, steel, electronic, and other industries that assert their injuries by imports and that are mounting an offensive in Congress that could threaten America's liberal trade policy?

And a columnist points out -

Each country or group maximizing its own short-run interest does so at the expense of the rest of the world, in beggar-

thy-neighbor fashion - each step likely to be followed by retaliation. Each step represents a gain for the country that takes it. Successive steps make losses for all certain. The "private good" of national gain can be achieved only in the short run unless nations also cooperate to produce the international "public good" of stability.

Secretary of State Cyrus Vance ran headlong into the fracas of public versus private good in his recent barnstorming appearances to shed some light and truth on the Panama Canal treaties. A reporter marveled at the high percentage of the questions directed to Mr. Vance that "showed clearly that many people still view the treaties through a prism of suspicion, fear, and almost total ignorance of what they say." In the face of this, stated the reporter, Mr. Vance reiterated his main theme: "I think it's important that we ensure that people have the facts. When they have the facts, it is my judgment that there will be sufficient votes for these treaties."

12 What "the facts" are is often a matter of differing views. Hot on Mr. Vance's trail of public discussions is a so-called "truth squad" intent upon letting people know "how things *really* are."

The issues found in one morning's newspaper reveal a troubling common malady, a lack of knowledge in the minds of our citizenry and, of even greater consequence, absence of interest in tracing causal factors that lead to our problems, factors that must be dealt with if the problems are to be solved. The Swedish story speaks of "international circumstances," "global recession," "oil crisis," "international boom," "worldwide recovery," the last two not having materialized.

In the Japan story, there is reference to "balance of payments," "world trade," and in

the discussions of the Panama Canal treaties, "suspicion, fear, almost total ignorance of what the treaties say." Without question, we face in this country an apparent cultural lag. We are less than proficient in understanding and dealing with world events that bear upon us daily and which our country greatly influences. We have not learned that "we must adapt to the realities of a changing planet."

Interdependence

The necessity to give events an international dimension has been recognized in a few countries with resources less bountiful than ours and closer to neighbors with different philosophies. In 1974 the Chancellor of the Swedish Universities released a report asserting that "internationalized education was necessary to human survival in a shrinking world." Further, it was proposed that international solidarity be an educational goal:

> The trend towards increased dependence between countries and peoples will decisively change the determinants of the human condition, and with that of education as well. Many of the crucial life problems have taken on global dimensions and can only be solved by international collaboration. That is why education must seek to promote international cooperation and solidarity. It should create global openness, awareness and readiness to act, generate understanding and respect for other peoples and cultures, and instill insight into the relativity of national circumstances, values and living patterns. It should promote the ability to communicate across frontiers, a talent that includes not only linguistic skills but also extends to knowing how to establish contacts with the surrounding world. Education should

also prepare for careers with increasing international components, both at home and abroad.

The committee contends that the schools and universities are still far from satisfying such educational goals.

The pressing need is for a thoroughgoing reorientation, for a new look at the part education can play for working together internationally.

Surely the rapid pace of developments in the world of nations since 1974 has emphasized the wisdom of the committee's recommendations. Indeed, these were confirmed by the Conference on Security and Cooperation in Europe that led to the Helsinki Agreement. But as Representative Paul Simon, a member of the Commission on Security and Cooperation in Europe, charged last year, there are developments in this country that show an actual decline in our commitment to expand international communications and cooperation.

The Commission points to declining enrollments in foreign languages. The International Education Act has never been funded.

The Fulbright-Hays program is today in 1977 30 percent smaller than it was ten years ago when measured in 1967 dollars.

The Commission describes the situation as serious "in view of the increasing degree of world interdependence and the need for more international cooperation," and it recommended to the President "that he appoint a commission to make recommendations to the President and the Congress on how to strengthen and improve language and area studies in the United States."

Obviously, language and area studies

are important, but what is called for is a "thorough-going reorientation, for a new look at the part education can play for working together internationally."

As the Swedish committee put it:

> This reorientation will have to start at preprimary level, this because important attitudes take shape during the first years of life. The primary target here must be certain fundamental attitudes, which though they have no specific international link will still make all the difference for international understanding: tolerance, the ability to cooperate with others, an individual and collective sense of responsibility, etc. Not only that, but the children should be introduced to international subject matter in the games they play, the songs they sing, the stories and books they read, and the pictures and films they see.

That certainly represents the larger picture, but now what about community colleges?

What part can they play in international education? Is it possible that at this particular time their emerging characteristics give them unusual opportunities? Here are some reasons to answer that question "yes."

First and most obvious is the simple fact of the large numbers of people contacted. More than half of all students beginning their college work do so in community colleges. And we know that for every student in a credit class there is at least one more pursuing educational interests outside the credit framework. Beyond these constituencies are the uncounted thousands who participate in such activities as the rapidly developing community forums sponsored by the colleges

in cooperation with other community agencies.

Community colleges have fast become one of the nation's major resources in adult education, and the number of students beyond traditional college age will continue to mount as the colleges relate their services to developmental stages in the lives of people. So, in terms of conventional academic bookkeeping, the full-time equivalent enrollments may not increase at a dramatic rate. The numbers of students contacted, the head count, will continue to grow, and the area of influence of the community college will broaden. If the institution were to develop an international dimension, the numbers of people affected could be larger than the number served by any other segment of postsecondary education.

Another asset of the community college in furtherance of its services is the network of relationships it has established in concert with other "educational providers" in the community. There is now an impressive list of institutions that are working cooperatively with community schools — public libraries, newspapers, radio and television stations, university extension, museums, art galleries, departments of parks and recreation, labor unions, and training directors in business and industry. A reorientation of the community college to global dimensions and international collaboration will find its expression broadly extended by means of networks already in place.

But possibly of greatest significance is a potential not yet fully examined. For an institution to have a truly international dimension the most effective means will be provision for international interaction or pursuance of common interests. To do things together is the best way to learn how to cooperate and much more instructive than the finest books, videotapes, or travel programs.

In order to probe the possibilities of such interaction we need to look carefully at what is happening to the community college in this country.

The community college in the United States began a metamorphosis in the early 1960's as it sought to provide educational opportunity to people who had not had that opportunity before. The college met people where they were and worked with them to adapt educational programs to meet their needs. To learn about the people the institution was teaching, the college moved into the community setting. Relationships were established with the family, the neighborhood center, the manpower development agencies, the social workers, the recreation centers. The college began to cut across ethnic lines, socio-economic classes, educational interests, and geographic boundaries. People found that it provided a place to discuss community issues in an informed way. A symbiotic relationship developed with the community. If teaching of literacy skills was required, the college did that. If there were needs for citizens to organize themselves to deal with housing problems, the college made available appropriate learning experiences so that citizens could learn not only their rights but how to secure those rights.

I am not overstating the point to say that many of this nation's community colleges under good leadership became people's colleges. They expressed in educational forms that strong populist movement in America during the 1960's which historians will someday identify as one of the most significant in the evolution of the United States. Those elements in America's community colleges now represent a community of interest with places abroad in which the values I have described will be of critical significance during the next twenty-five years.

Listen to P. L. Malhotra, principal of

the College of Vocational Studies in New Delhi, India:

> I felt extremely encouraged to know that you strongly believe in strengthening the ties between the developed and developing countries in the field of the community college system.
> Short-cycle education, non-formal education, lifelong education and the combination of world of learning and world of work, is the real answer to many educational ills in the third world. But what is required is that concepts and perceptions must be made more clear and publicized amongst the younger generation of educators in Asia and Africa. We have also to identify educators who can assume leadership in the field of community-based education. Increasingly it becomes clear that local community-serving institutions have an opportunity and obligation to serve the world community as well because the fate of each community in the world is bound up with each other . . . .
> Community colleges, then, must also become world colleges if they are to prepare students for the interdependent world in which they live.

Mr. Malhotra proposed to become better acquainted with the American community-based college:

> It may be stated that the anticipated results of the investigations may confirm the belief that there is a greater need for short-cycle community-based education in the developing world because it is more relevant, more meaningful and less expensive. Perhaps the study may help in social and economic advancement of developing regions. Sharing of experiences through this study will lead to greater understanding amongst the

people of the world - a beginning of a new cooperative area in the field of post-secondary education, formal and non-formal.

While I was in Udaipur, India, in October 1977, participating in meetings of the Indian Adult Education Association and the Board of the International Council on Adult Education, the Ministry of Education presented for discussion a draft document of a major policy statement on adult education. Do you detect any common educational interests?

Education must serve the objectives of national development, and in this context adult education has to be given the highest priority in educational planning. The government of India has resolved to accord that priority to adult education and to take all necessary steps for organizing a massive programme of adult education leading to eradicate illiteracy among youth within a period of ten years (100 million people ages 15 - 35). Adult education, while emphasizing acquisition of literacy skills should also be:

- **relevant** to the environment and learners' needs
- **flexible** regarding duration, time, location, instructional arrangements, etc.
- **diversified** in regard to curriculum, teaching and learning materials and methods
- **systematic** in all aspects of organization.

. . . adult education must cease to be a concern only of the educational authority. A prerequisite of an adult education movement is that all agencies, governmental, voluntary, private and public sector, industry, etc., should lend strength to it.

19

In addition to organizing a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for:

- urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management;
- government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;
- employees of commercial establishments such as banks and insurance companies to improve their performance;
- housewives to inculcate a better understanding of family life problems and women's status in society.

Programmes for these and several other categories of persons could be organized through classroom participation, correspondence courses or mass media, or by a combination of these.

A Ground Swell

A ground swell of like interest moves through India, Africa, Latin America and other areas on this globe. But not yet has there been established any substantial and systematic relationship between the post-secondary populist educational movement in the United States and its emergence in these other countries. With all deference to the university relationships, some of these longstanding, the most productive and far-reaching interrelationships in the future could be those that deal with community development, short-cycle education, vocational-technical education, adult education, literacy training, and those other areas identified by P. L. Malhotra. An explora-

tion of such relationships could enliven our institutions and could serve to remind them of the values that brought them into being and which can continue to give them viability.

Deliberate and cooperative efforts will be required to bring this about. At the October 1977 Wingspread conference on foreign students in community colleges, it became clear that though there are large numbers of students from other lands in our colleges, they may not be experiencing the contemporary community-based institution I have described. Most are enrolled in conventional transfer-type programs. They may see very little of the community involvement and the community development aspects of these institutions unless deliberate steps are taken to bring this about.

The American community college is less understood by people abroad than any of our other educational institutions. They usually have some idea of what a university is like, as well as elementary and secondary schools, and technical and vocational schools. But the comprehensive, community-based, community college is different, and it reflects the value system of this country. Let me suggest that the community college, if it were made an object of organized study by students who come from other countries, could provide a productive entry point into a knowledge of American culture and its institutions.

The Swedish report on internationalizing education proposes that all university studies start off with an introductory course of three weeks called "multidisciplinary university orientation."

> The object is to have this course provide a multidisciplinary orientation to the functions of universities in different societies past and present,

synoptically describe the relations between people and groups of people in the global society, instill awareness of and impart insight into the global society's functional and survival problems (e.g., the ecological crisis, demographic problems, the resources crisis, allocational problems, the arms race) and shed light on the importance of various special sciences for coming to grips with the global problems. This introductory course would put the universities' studies into a bigger multidisciplinary and global picture from the very outset.

Perhaps it would be of value to have such a course in community colleges to provide a multidisciplinary orientation to the functions of community-based, community development-type institutions, to help students from other lands to understand an American culture which creates institutions like community colleges, and also to broaden our own students' understanding and appreciation of these same values in an international context. Incidentally, their own understanding and appreciation of the institution of which they are a part might be enhanced.

Others here will deal with ways of internationalizing community colleges. They will speak of student and faculty exchange, curriculum development, programs of educational assistance, relations with international agencies and organizations. Therefore, let me report on related activities of AACJC.

Policy Statement

The AACJC Board of Directors, April 17, 1977, adopted a resolution on international education which does not, by any means, represent the genesis of the Association's interest, but is intended to pro-

vide current policy guidelines:

> In order to define the appropriate role of the American Association of Community and Junior Colleges in support of international education, and in the best interests of its member colleges in keeping with its mission statement, it shall be the role of the AACJC:
>
> 1. To represent the community, junior and technical colleges of the United States at appropriate international conferences and meetings and as a member of appropriate international associations.
> 2. To act as an information clearinghouse between American community colleges and their counterparts in other countries.
> 3. To assist in the internationalization of the curricula of American community colleges.
> 4. To assist institutions, governments, and agencies of other countries by providing information concerning individuals and organizations with expertise in community-based education.
> 5. To assist the government of the United States, when requested, with advice and assistance concerning community-based education.

Council on International Cooperation in Higher Education

AACJC is one of seven associations in higher education cooperating to form a new coordinating organization for international linkages: the Council on International Cooperation in Higher Education (CICHE). The new organization was recommended as the result of a study of International Linkages in Higher Education directed by Fred H.

Harrington. The goal of his study was to increase interest of higher education associations and colleges and universities in international activities both on campus and overseas; to improve liaison between educational institutions and federal agencies; and to help colleges and universities here and abroad to establish and maintain effective international linkages.

In the conduct of the study and in his work for the Ford Foundation in India, Dr. Harrington has been deeply impressed, as he testified to a congressional committee recently, by the need for "cooperative efforts to solve problems of food, nutrition, energy, health, equity, and human rights." He is convinced equally that "we still have much to learn about the rest of the world, and the rest of the world about us."

Wingspread Conference

In October, 1977, AACJC joined with several internationally-oriented organizations in sponsorship of a conference on the foreign student in community colleges. A report was published by the College Entrance Examination Board.

With the cooperation of The Johnson Foundation, two additional conferences are being held. The first is this conference on Internationalizing the Community College. The second, a conference on postsecondary short-cycle education in other countries, will take place in late October 1978. We look to these occasions to be landmark meetings: the first to set sights and directions for a new international outlook in community colleges, and the second to open up rich possibilities for mutual benefit to the American community colleges and to institutions abroad which have similar objectives and which, although in different cultural settings, are seeking to meet similar needs.

State Department Relationships

Hodding Carter III, assistant secretary of state for public affairs, participated in the Association's Assembly on community college forums held last fall at Airlie House. He became deeply interested in the potential of community colleges as sponsors of informed discussions of national and international issues. Out of his interest, shared by James Montgomery, director of the Office of Public Programs in the United States Department of State, developed conversations which led to AACJC having a foreign service officer assigned to it for a two-year period in a joint effort with the Foreign Policy Association to develop community forums on foreign policy issues.

Further, the U.S. State Department will have a 1978 foreign policy briefing for community college administrators, October 2-3 in Washington, D.C.

Embassy Personnel

We are arranging luncheons with the educational officers of embassies in Washington. On February 9, 1978 participants were from Norway, Sweden, and Denmark. On February 14 the attache from Yugoslavia joined us. We have already met with those from the United Kingdom. Other luncheons are being scheduled. Priority is given to those countries where we appear to have some mutual interests.

We are now in touch with educators in more than 50 countries.

Approximately 110 educators from other countries visited our offices last year.

Our offices served as intermediary in the process of bringing P.L. Malhotra to seven Florida community colleges. Somewhat similar arrangements with two other institutions involved Harry Matinlassi, director of one of the outstanding labor market training institutions in Sweden.

25

Foundation Resources

The Ford Foundation has made a financial commitment to AACJC for two years of support to strengthen its international services. The Association has added to its staff Seymour Fersh as full-time director of international services to work closely with the personnel already involved in such work at the Association, with the AACJC-NAFSA liaison committee, and other groups, especially the six other associations in the Council for International Cooperation in Higher Education.

AACJC International/ Intercultural Consortium

Some fifty member institutions of AACJC have joined efforts in an organization open to all members to promote community college responses to the question of interdependence and what it means to our communities and the rest of the world community. International/Intercultural Consortium was established by AACJC in January 1976, at the recommendation of a number of member colleges that felt a consortium of colleges concerned with international and intercultural education needed to be formed. The IIC promotes inter-institutional linkages to facilitate access to the international expertise of member colleges.

International Council on Adult Education

AACJC serves as a member of the Coalition of Adult Education Organizations in this country. Nineteen other members include the Adult Education Association of the U.S., National University Extension Association, etc. The coalition is represented on the Board of Directors of the International Council on Adult Education. I have the privilege of serving as that representative at this time.

J.R. Kidd, secretary-general of ICAE,

offers the network of that organization which he describes as informal but effective. In his view ICAE "has special interests in the colleges since we see them as one of the most effective instruments for international development." He has assured us that at every appropriate opportunity he will suggest that community college representatives be invited to participate in events that might affect development of similar type institutions. And he assures the support of ICAE and its assistance in our activities.

Seminar in England

English educators have proposed a study visit to the United Kingdom to be sponsored by AACJC and held in association with the Lancaster University Institute for Research and Development. A seminar-type of program is being arranged to take place in August 1978. The U.S. study team will join their U.K. counterparts in the Fourth International Conference on Post-Compulsory Education and will visit colleges of further education, the Open University, the Central Bureau for Educational Visits and Exchanges, etc. Gordon Oakes, minister of education, who was recently in this country to visit community colleges, will participate, along with other leading educators. According to conference organizers in England, themes of current interest in the U.K. include:

- Transition from education to work
- Lifelong learning
- Development of "open" learnings systems
- Extended use of audiovisual self-programming learning techniques
- Access to post-compulsory education
- Evaluation of effectiveness of programs
- Restructuring of occupational edu-

cation systems
- Government and management of institutions
- Non-traditional forms of community education and activity
- Provision for the disadvantaged or minority groups, e.g., the blind and the immigrant

Would you say that we share some common interests?

One final item along these lines: Two speakers with keen international interests gave general session addresses at the annual convention of AACJC in Atlanta in April - the United States commissioner of education, Ernest Boyer, and John Reinhardt, former director of the United States Information Agency and now director of the International Communication Agency.

Carefully Conceived and Maintained

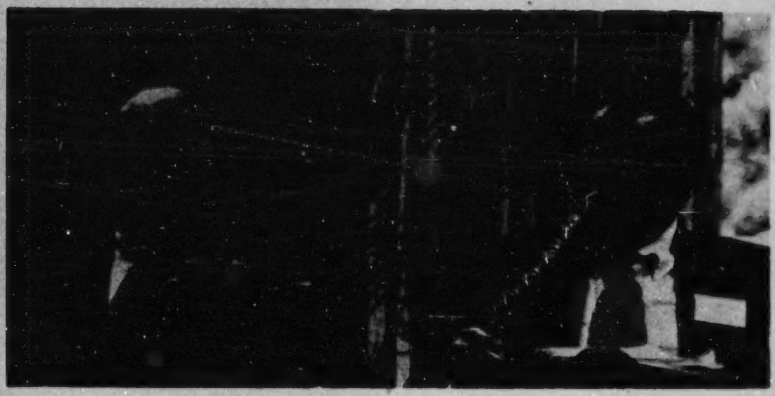
I am well aware that not all of my constituents are convinced of the value of the international dimension in community colleges. How do I know? I hear from them. And there are undoubtedly examples of people and institutions who have "gone overboard" in their responses to the enticements and the blandishments of travel posters.

It is with nostalgia and some regret that I bring you the report that travel is not the exotic experience it once was when it was the preserve of the well-to-do or the titled, and the "grand tour" was a once-in-a-lifetime experience. Today everybody travels - you see retired teachers in Katmandu and Agra. You see high school kids with backpacks on the islands of Greece and the skerries of Sweden. And you can fly to Europe for less cost than a trip across this nation. So people are traveling, there is no question about that.

But our institutions are not travel agencies, they are educational institutions - dedi-

cated to teaching and learning. And in those tasks we must take into account a world which has been compressed in size by the forces of transportation and communication. We are concerned that international relationships be carefully conceived and properly maintained. Let that be the guiding objective of our work to internationalize community colleges.

29



Internationalizing the Curriculum

By Moses S. Koch

In 1974, Alan Pifer of the Carnegie Corporation spoke to the annual AACJC convention. He emphasized an expanding role for community colleges, not as the junior partners in higher education, but rather as institutional agents of societal change.

Internationalizing our curriculum can be a working example of societal change, especially if one accepts a rather focal definition of "internationalizing the curriculum."

Definitions

Let me set forth two definitions from which this paper develops:

International education can be any one or combination of deliberately designed learning activities, such as study abroad, foreign language or area studies, faculty and/or student exchange programs, technical assistance, interdisciplinary emphasis on international studies, etc., the goal of which is the development of attitudes, knowledge and behavior on matters international and global.

An **internationalized curriculum**, how-

ever, is an ultimate goal toward which all efforts in international education contribute. A semester overseas, faculty and student exchange programs, and courses in languages and area studies and other varied efforts in international education contribute towards internationalizing the curriculum. The institutional effort in that direction need not be as pervasive nor as monolithic as the 100 Great Books is to St. John's College. Nor need the community college become a two-year version of Middlebury College in Vermont, which is known for its immersion in language and cultural studies.

However, for a two-year college truly to internationalize its curriculum, I believe that every graduating student should experience some substantial institutional impact in international and/or intercultural affairs as part of the college's deliberate, considered effort to convey its institutional impact upon him or her before conferring its degree. Thus it should be a rather pervasive institutional value commitment, a thematic college-wide thrust to which all degree-directed students are exposed in varying extents.

> . . . to be successful, an international curriculum must be university-wide. Isolated in a center, limited to a few majors, or concentrated in a study-abroad program, internationalism reaches very few students. The successful program is not really a program, but a strategy to infuse the entire university curriculum with an international dimension.[1]

Importance of International Education

Pifer's counsel to become agents of societal change involves a re-examination of the two-year college curriculum, a process which is becoming increasingly prevalent in undergraduate institutions. Harvard is one of those institutions. In his recent report to

the Faculty of Arts and Sciences, Dean Henry Rosovsky cites five statements of basic rationale for changing the undergraduate curriculum. One of those statements refers to international education:

> An educated American in the last third of this century cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated is the extent to which one's life experience is viewed in wider contexts.
>
> The intention here is not merely to avoid an exclusive focus on Western traditions but to expose students to the essential and distinctive features of major alien cultures, whether Western or non-Western.[2]

The report of Harvard's faculty declares that one of the five major elements meeting the requirements of the late Twentieth Century is international education. The report places international education on a plane of importance equal to requirements in literature and the arts; history, social and philosophical analysis; and science and mathematics.

Rationale for Internationalizing the Curriculum

There are three basic overlapping reasons which constitute the rationale(s) for internationalizing the curriculum.

Blue Marble Rationale. The fundamental though not necessarily most acceptable rationale may be termed the "blue marble" reason.

> Pictures of the earth as a "blue marble," sent back by the astronauts . . . help to reestablish the unity of mankind and the oneness of the earth.[3]

This global village view stresses the fundamental identity of needs and desires of all cultures and people in our technologically compressed planet. Robert S. McNamara of the World Bank described the reality of this in a recent interview with **The New York Times:**

> It has become almost a cliche to say that we live in an increasingly interdependent world. But it is a fact; and the trend toward increasing interdependence, I believe, will shape our future in ways that we are just beginning to understand. Few among us realize that food shortages in sub-Saharan states, will cause bread prices to rise in the supermarkets and will lead to wage increases in the auto industry. Even less are we aware that within our lifetime population growth in Mexico is very likely to cause the Spanish-speaking population in this country to multiply severalfold and to become the largest minority group in the nation, with all that that implies for social stress and institutional change.[4]

Farmers, miners, production line workers—all feel the efforts of developments in other countries in American prices, wages, unemployment. Every community in our country is a part of the world picture, and therefore every citizen needs a world view. The compacted size of our crowded planet mandates a re-orientation to one another, individually and collectively.

For those who may react skeptically to this rationale, a recent report in **The New York Times** dramatically describes how intimate our global village has become:

The United States is preparing for a

world radio conference next year in Geneva, where nations will meet for the first time in 20 years to consider regulation of the air waves . . . .

The industrial nations have been administering the radio spectrum for decades to meet their technical needs. The 1979 conference promises to be different because a majority will represent the third world . . . . A Sudanese official, Ali Shumo, seemed to express the views of the developing countries when he told delegates of industrial nations at a recent Washington conference:

"You have 90 percent of the spectrum and 10 percent of the population. We have 90 percent of the population and 10 percent of the spectrum. We want your share."[5]

The man on the other side of the tracks is demanding a piece of our property!

In his Nobel Laureate address Alexander Solzhenitsyn said: "All internal affairs have ceased to exist on our crowded earth. The salvation of mankind lies only in making everything the concern of all."

Ethical Imperative Rationale. A second rationale for internationalizing the curriculum contains a response to such boldly articulated demands — or to more subtle expectations of underdeveloped countries. This rationale calls for a reassessment of international ethics, partially through education.

The Belgrade charter recognized this reality:

> We need nothing short of a new global ethic, an ethic which . . . recognizes and sensitively responds to the complex and everchanging relationships between man and nature, and between man and man. These new approaches . . . call for a reordering of national and regional

priorities. Before this changing of priority can be achieved millions of individuals will themselves need to adjust their own priorities and assume a "personal and individualized global ethic." . . .The reform of educational processes systems is central to the building of this new development ethic. . .[6]

Pragmatic Rationale. The third rationale relates to our mobility. The proportion of Americans traveling abroad and working abroad continues to grow, as does the volume of non-Americans in the United States. It is appropriate therefore that public education should provide U.S. citizens some preparation for this likely experience, and for leadership in international affairs. As an educational agency serving all adult ages as well as college age persons, the community college is a natural to fulfill this need.

> If Americans are to understand the impact of present and future international realities upon their own fortunes, and upon the fortunes of their fellow human beings around the world, and if America is to have both leaders and followers capable of dealing effectively with these complex matters, education for international interdependence must receive a new and sustained national priority and support.[7]

However, many community colleges will encounter internal and external resistance to internationalizing their curriculum — and must therefore assemble the best responses to a very reasonable question: Why is international education an appropriate concern of community colleges?

Aware of the three rationales cited earlier, a critic may justly ask: "These reasons apply to Harvard and to other four-year undergraduate curriculums, but why should the community college feel particularly well

qualified to extend its offerings into international education?" This challenge has been answered very adequately by Edmund J. Gleazer, Jr., president of AACJC, in the introductory paper of this report.

Models of International Programs

The symbiotic relationship to which Gleazer refers has been extended to a range of program possibilities, some models existing, some proposed. Here are some examples.

Rockland, Brevard, Miami-Dade, and West Valley Community Colleges. Among the two-year colleges, Rockland Community College in New York State and Brevard Community College in Florida have become immersed in foreign travel and education. Miami-Dade Community College leads all U.S. colleges in the enrollment of foreign students. Several community colleges have offered technical assistance to foreign institutions and countries. West Valley Community College in California has an international work experience program during the summer.

With all of their efforts to offer an international exposure to some students, one might expect all faculty and at least most students at such colleges to be aware of that mission. However, most students can graduate from those colleges without any deliberate exposure to international or transnational matters — beyond possibly the contents of a course in European history, or its equivalent.

Monroe Community College. With the aid of a Title VI* Undergraduate International Studies grant, Monroe Community College in New York State (one of three community colleges to receive such assistance) is

*It is ironic and prophetic that this (and other related international efforts) are funded by the National Defense Education Act of 1958.

attempting to introduce cross-cultural, international and global components as modules into **existing courses that are required and/or are popular**, as the major part of their long-range plan toward internationalizing the college curriculum. Thus the college is engaged in building a dimension of international concerns into its existing curriculums.

Other Modalities. Other approaches found in two-year and four-year colleges include:

- Modern language requirements
- Language and area studies
- Interdisciplinary studies of world problems, e.g., population, resources, peace, etc.
- A semester/summer abroad
- Academic credit for foreign travel
- Student exchanges
- Faculty exchanges

International Standardization. Proposals range as far as a recommendation for:

> an international standardization of the curriculum and thus also for an international standardization of the examination requirements and qualifications . . . [This] international cooperation has the advantage that through it many of those national ways of thinking, traditions and taboos obstructing . . . development can be overcome more easily.[9]

This statement was made not by an isolated idealistic professor. Its author is leader of a German-Yugoslav group, known as the Initiative Group, which is attempting to improve and internationalize the quality of instruction in higher education.

The statement accentuates one terminus of the range of proposals to internationalize education. Of more significance, however, it represents one possible conflict American educators may face as they attempt to interrelate with traditional foreign

systems,* i.e., a desire to internationalize by interstandardizing.

Griffin's Integrative Model. Another terminus of the range of proposals and one of the most sophisticated models is a design by Willis H. Griffin in which he proposes:

> a model intended to integrate three essential thrusts in international education: (1) central concern with future global societies;** (2) institutional cooperation across national cultural boundaries; and (3) integrated planning on campuses, in individual schools, state or provincial education systems, and national educational leadership agencies.[10]

Recent Significant Initiatives. In his paper, Griffin refers to a number of very recent initiatives that are promising and which relate to his model:

> The World Council for Curriculum and Instruction . . . is moving ahead on a number of cooperative projects dealing with education for peace, world based curricula, and learning for global survival.
>
> The World Order Models Project, sponsored by the Institute for World Order, involved academics and others from eight different parts of the world in formulating proposals for the structure of global relations in the decades ahead.
>
> Universities and the Quest for Peace,

*For an example of very current traditional planning see "The Golden Age of Islamic Education," **Change**, March 1978, pp 13-17, Vol. 10, No. 3.

**Southeastern Community College in North Carolina developed a program entitled "Future Think: Exploring the Community Earth."

an organization with university membership around the world, is establishing in Geneva a transnational studies center committed to the promotion of education free from national bias.

Title VI has spurred experimentation with interdisciplinary programs in a few colleges and universities aimed at providing an international dimension to general education and teacher education programs.

The creation of the United Nations University.

The International Mankind Project of the Council for the Study of Mankind [brought] together educators from several countries in cooperative efforts to reorder elementary school curricula and to develop teaching materials which focus on mankind concepts . . . [The] educators (were) from Israel, Thailand, Sweden, India, Ghana, and the United States.*

[The] World Council for Curriculum and Instruction . . .involves the teacher training branches of four universities in four countries: the University of Keele in England, the University of Ibadan in Nigeria, University of Malaysia, and Indiana University . . . The aims of this project are to develop cooperatively a rationale and theoretical structure for world studies, and to produce and try out curricular materials for use both in teacher education programs and in schools.

*According to the Institute for Development of Education Activities, Inc. (an affiliate of the Kettering Foundation), the council has not met for several years, and the American segment has not been able to operate due to a lack of funding.

Griffin's model and the promising new developments he describes are probably at a level of planning and sophistication beyond what the most accomplished community colleges have thus far achieved.

Recommendations

Yet there are significant activities within our reach which can facilitate internationalizing our curriculums. For example:

More Integrated Planning. Most of our efforts toward internationalizing the curriculum have developed independently and spontaneously rather than as part of a deliberate institution-wide plan. Even our consortiums cooperate on a scale limited mostly to study and travel abroad. Is it time for community colleges to examine their international thrusts in order to formulate more deliberate integrated plans, including evaluative measures,* rather than continue to depend on the ad hoc fragmentary efforts of a few dedicated individuals?

40

Extracurricular Community Activities. Besides developing an international thrust to the curriculum already existing on our campuses, there are cultural activities taking place in our communities which we should draw upon — a musical or dance performance by a foreign group, an art exhibit from abroad, ethnic organizations in our communities, all of which could be integrated into the study of another people.

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*For interesting candid data see, **International/Intercultural Education in the Four Year College, A Handbook on Strategies for Change,** particularly the article, "Faculty Development" by Ann I. Schneider and Sam H. Lane, pp. 29-33.

Capitalizing on Vacations Abroad. Every year, particularly in the summers, we overlook many cost-free opportunities to build bridges of international education. I refer to the vast number of trips abroad made by faculty and administrators, and by students. Very few of these travellers attempt to develop contacts with counterparts (professors, administrators, students) in the host country. This is an easy, inexpensive way to evoke active participation by educators, students, and subsequently by community leaders (e.g., Sister Cities Program) in international education, i.e., informal scheduled conferences with counterparts abroad.

Domestic Intercultural Exchange. We tend to overlook another relatively inexpensive way to interculturalize (if I may coin a term) our education when we overlook exchange opportunities in our own country, state, region, or community. If a student wants to experience a different culture, he or she need not necessarily travel to Europe or Asia. For many American suburbanites, a semester's survival in some New York City community college might be as rich and as self-fulfilling an experience as a semester in Spain — though admittedly the latter has the romantic appeal. Such crosscultural experiences in communities of different ethnic backgrounds need to be considered more often. Harlan County or Harlem can be as foreign as Spain to an American middle class suburbanite. Similarly, suburbia can be a "foreign" experience for persons from rural or inner-city backgrounds.

Massive Canadian - U.S. Exchange. We should consider undertaking a massive student and faculty exchange program

with Canada, as a model for adaptation beyond those two countries. In so doing consideration should be given to methods of reducing the costs to students.

Improvement of Communication between Higher Education and the U.N. We need to evolve ways for relating our professionals in higher education more to what is going on in other nations and in the U.N. Thus we may hope to evolve a link between American higher education policy and world affairs.

An International Issue of AACJC Journal. At present the AACJC Journal is considering the publication of a single issue containing exclusively articles on international education, and more frequent articles on international education in regular issues of the Journal. These possibilities should be encouraged.

Direct Action by AACJC. The AACJC should consider direct acts such as:

1. **Initiating specific efforts with certain countries for either unilateral study of the American community college** — or bilateral instances where two-year colleges exist in both countries. The major purposes would be two-fold: as models for adaptation (not adoption); as "a productive entry point into a knowledge of American culture and institutions."[11]

2. Evolving and coordinating where feasible **internships with international organizations and with foreign embassies.**

3. Adoption of a **vigorous policy supporting international education** (or internationalizing the curriculum) as one of its major goals. AACJC may want to extend the statement approved by the membership of the American Association of State Colleges and Universities in 1975:

> The globalization of education should not be on the fringes of the curriculum, "the frosting on the cake." Rather, it

must be institutionalized as an integral part of the pedagogical philosophy of the institution and its curriculum. **There is no student presently in college who should be exempted from acquiring some sensitivity to the existence, diversity, and dynamic inter-relationship of the many cultures in our world society.** [Emphasis added.]

Such a major policy statement should evolve from the Wingspread Conferences. AACJC should consider soliciting other higher education organizations to endorse that statement. Such organizations in addition to ACE, NASULGC, AHE, etc., might also include the major faculty unions, e.g., AAUP, NEA, AFT.

4. **Appropriate AACJC communications and recommendations to the Presidential Commission on Language and Area Studies.**

5. Considering efforts to develop extensive **federal and state aid to promote and support international education, as a major element in American foreign policy.**

Caveat

No doubt the most important recommendation is a warning: Internationalizing the curriculum can best be described as immediately or ultimately a political act.

Making the people of a village aware that their malaria can be avoided, for example, will cause them to make demands upon the larger community in which they live. At least they will demand drugs, or insect spray, or teachers; they will no longer be passive beings who simply accept the life they know. And if people who have been aroused cannot get the change they want, or a substitute for it which is acceptable to them, they will become discontented - if not hostile

> - towards whatever authority they regard as responsible for the failure. **Politicians** are sometimes more aware of **this fact than educators**, and therefore they do **not always welcome real adult education.**[12] [Emphasis added.]

By the same token American industrialists know that every country cannot have a favorable balance of trade; and no country with a favorable balance of trade will knowingly forego it. The less-developed countries recognize a need for a new economic order.

> Among the most fundamental of human rights are the rights to minimum acceptable levels of nutrition, health and education. Hundreds of millions of people in developing countries, through no fault of their own, are denied these rights today. The [World] Bank, perhaps more than any other institution in the world, is helping large numbers of these people move out of absolute poverty toward a more decent life. What we are not capable of is action directly related to civil rights. Such action is prohibited by our charter, it would require information and competence which we lack, and there is no agreement among our member governments on acceptable standards of civil rights in a wide variety of political circumstances found in developing countries.[13]

The warning is this: International education cannot be politically neutral. Internationalizing the curriculum is certain to be politically loaded. This accentuates the need for bold but balanced leadership and for maximum institutional commitment.

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45

Educational Benefits of Sending Students and Faculty Abroad

By Seymour Eskow

Vagantes, the wandering scholars of the Middle Ages, are sometimes called Goliards; Goliardic verse celebrates the nonscholarly pleasures of gaming, tippling, and worse.

In her **The Wandering Scholars** Helen Waddell noted ". . .the medieval church had never much approved of wandering. 'Sit in thy cell,' said the Blessed Antony, 'and thy cell shall teach thee all things.'" (The Blessed Antony might say now: Sit in thy carrell, and the media shall bring thee all things.)

The editor of Rashdall's great study of the medieval university points out that he did not deal with the wandering scholars, since "... masters in the schools had no use for the vagrants ... with the roving spirit which demoralizes monks and scholars."

On the other hand, "Wandering, it is needless to add, was not confined to the irresponsible Goliards. Masters and scholars often passed from university to university, especially in Italy and later in Germany .... Wandering from one university to another became more frequent ... Erasmus himself was a wandering scholar."

Two views of the roving spirit:

Robert Louis Stevenson: "For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move."

Richard Lassell, in 1679: "No man understands Livy and Caesar like him who hath made exactly the Grand Tour of France and the Giro of Italy."

Then, as now, they go for adventure and for learning. They go because the roving spirit moves them; to write their verse; and to learn what can be learned better there, because it is in the mind of a teacher who lives there, in the landscape, the architecture, and the ways of the people.

Call to Travel

"Americans have a special call to travel," editorialized the **North American Review** in 1865. "It is the peculiar privilege of their birth in the New World, that the Old World is left for them to visit."

The critics of the practice of sending American youth to Europe were the best minds of the nation. Thomas Jefferson warned that the tastes and lusts cultivated in the fleshpots of Europe could not be satisfied in the decent homes of America, but his attack did little to slow down the migrations.

(Jefferson himself traveled widely in Europe, often on foot so that he could visit homes, make precise measurements and observations, and keep careful notes of his findings.) Emerson wanted **The American Scholar** and deplored the wandering scholar and the roving spirit:

> . . . the rage of travelling is a symptom of a deeper unsoundness affecting the whole intellectual action. The intellect is vagabond, and our system of education fosters restlessness.

And, of course, Emerson's own intellect was vagabond and he knew that ". . . for some men travel may be useful."

> Poor country boys of Vermont and Connecticut formerly owed what knowledge they had to their peddling trips to the Southern States. California and the Pacific Coast is now the university of this class, as Virginia was in old times . . . the phrase "to know the world," or to travel, is synonymous with all men's ideas of advantages and superiority. No doubt, to a man of sense, travel offers advantages. As many languages as he has, as many friends, as many arts and trades, so many times he is a man. A foreign country is a point of comparison wherefore to judge his own . . . . We go to Europe to be Americanized . . . .

48

As many languages and cultures, so many times a man; we go to Europe to be Americanized. Emerson's summary is the heart of the case for study abroad to this day.

Perhaps the most interesting campaign against study abroad was conducted in 1873 by Birdsey Northrop, secretary of the Connecticut State Board of Education, who published his own attack and the endorsements and press reviews it generated in a volume called **Education Abroad**. One such endorsement came from Mark Hopkins, the teacher

celebrated by President James Garfield and the former President of Williams College. "Of course there will be exceptions," wrote Hopkins, "but in my opinion a higher tone of character, greater usefulness, and more happiness will generally. . .be secured by an education till fixed principles shall be formed, under the inspiration and formative power of our history, and institutions, and hopes."

If we want "American scholars," then, we should educate them at home, where our accents and countryside and institutions are the teachers. And yet, new languages and landscapes multiply the man and liberate his powers, and we go to Europe to be Americanized. Americans have a special call and peculiar privilege to travel; and they are warned that if they heed the call and exercise the privilege they may be, as Malcolm Cowley puts it, deracinated:

> It often seems to me that our years in school and after school, in college . . . might be regarded as a long process of deracination. Looking backward, I feel that our whole training was involuntarily directed toward destroying whatever roots we had in the soil, toward eradicating our local and regional peculiarities, toward making us homeless citizens of the world.

The community colleges, then, must chart their course in the light of the conflicting claims of community and the world. Or, perhaps they might find a way to resolve these claims so that their students might carry with them a love of community as they move through the world.

Education for the World

In the struggle between "locals" and "cosmopolitans," to use Merton's terminology, for the shaping of our colleges, it would appear that the subordination of the junior

college, with its universalistic lower division curriculum in the arts and sciences, and the emergence of the community college, with its total rhetoric of community, signals the victory of the locals. None of the classic statements of the two-year college movement discuss study abroad, or any aspect of international education. According to Raymond Schultz, an early pioneer in community college international education, little of significance was done before 1970, and much of what he describes as taking place since then is technical assistance to other countries interested in adapting the community college to their own needs for vocationalizing and extending tertiary education.

The ideologues of the community college movement, the trustees and presidents chosen to lead them, tend overwhelmingly to be locals, committed to serving local students in programs colored by local traditions and employment needs, designed to keep the students living and working in and serving the local community. The legislation creating and shaping community colleges in many of our states does not encourage non-local students to attend or permit the use of college funds to support local students who want to study abroad. State directors of community colleges have, on the whole, not seen international education as an important or appropriate mission. The university professors teaching and writing about the community colleges, and the graduate centers concerned with in-service education for the college have, with few exceptions, done little to recognize and confront the issue until recently.

Our literature and our science document the forces in our society that deracinate, that uproot and alienate. If it is necessary to choose between community and the world, it can be argued that the community colleges have chosen well, and that they are one of the agencies standing against the pressures that

have loosened the ties of family, neighborhood, and face-to-face community. As the agenda of America evolves it would appear that the renewal of the local community will loom even larger, and that the community college therefore will have a larger stake in the search for pedagogies that connect learning with the strengthening of the small, the shared, and the local.

Why, then, the groundswell of interest and activity in international education?

A growing number of community college practitioners have come to believe that the local agenda is shaped by the global agenda, and that the language of interdependence and the metaphors of Spaceship Earth and the Global Village point to tasks for education from which the community college cannot claim exemption.

"The need for Americans to appreciate the web of international interdependence has increased dramatically in recent years," writes Stephen Bailey. "As Dean George Gerbner has written, . . . we are wired together so tightly that a short-circuit can fry us all." The worldwide transformations in communication, transportation, and political and social organization, he points out, have in turn touched and altered every aspect of American life, including the purity of our air, the sound of our music, the jobs we have or don't have, and the security of our children.

> Unhappily, the American educational system by and large has not adjusted to this new reality. With stunning exceptions, America's schools, colleges, universities, and professional and technical institutes are caught up in curricula and degree requirements that do not reflect the urgencies of modern international coping. Furthermore, a heightened vocationalism in a mass educational market may well be exac-

erbating the parochialism of the American educational system.

> Unless something is done to compensate for these educational anachronisms, the United States will lack the expert human resources needed to steer American public and private enterprises through the dangerous and uncharted international waters that lie ahead. Equally serious, this nation will lack the widespread popular understanding needed for the political acceptance of difficult tradeoffs urged by informed leadership or emerging as the necessary logic of our living in a perpetual state of international interdependency.

Our communities, then, are moved by winds from the other communities of the world, and education that does not help the citizens of our communities to read these winds and to tack with them is an anachronism. An education for community must be an education for the world, for they have become inextricably tied to each other by the web of interdependencies that are reshaping work and leisure and culture.

The community colleges are internationalizing because their communities need to know about the world and how to cope with the world community that is emerging. They are sending their students around the world in much the same spirit and for the same reasons they send them to hospitals, factories, and government agencies in the local community: to find the experiences and develop the skills they need in the places that offer them the best chance to learn.

What We Need

We have turned the corner. Each day's mail brings word from another community college that is about to send students abroad for the first time, or wants help in organizing

to do so, or wants to join one of the community college consortia on international education that are spawning so rapidly. Yet we are not there yet. Some of our largest colleges are uninvolved and resistant; some of the leaders of our community college world are uneasy or apathetic; and some of the new programs are educationally suspect or downright shoddy. The momentum is there; we have to push all the harder and change direction just a bit.

We need, first of all, **legitimation**. Those who influence the community colleges — federal, state, and local legislators and public authorities; trustees and community influentials; the graduate professors who prepare community college practitioners; and community college administrators, faculty, and students — must have opportunities to consider the issue of international education if we are to have their endorsement and support. The strong and unequivocal advocacy of community college international education by Ernest Boyer and John Reinhardt at Atlanta were turning points; Edmund Gleazer's recent statements and his personal excursions bring his prestige to bear on the cause. The Wingspread conferences, the major conferences we have organized in New York, California, Florida, and New Jersey, and the many smaller ones we have held in a number of states have involved hundreds of faculty members and administrators in discussion of the potentials and the methods of international education. There has been writing on the subject, and a forthcoming volume of the **New Directions** series will be devoted to the international agenda for community colleges.

We need more speeches by major figures who have access to platforms and publicity; we have to be on the agenda of the Association of Community College Trustees and the council of state directors of community

college education; we have to take the case to the discipline and professional associations of faculty and administrators; we have to get to governors, state legislatures, and organizations of county officials; we have to write and speak more, and to move international education onto all the agendas.

Secondly, we need **organization for mutual support and assistance**. Study abroad programs are difficult to mount well, and a professor or administrator who can negotiate appropriate programs into being is a scarce resource; program development, involving as it does international travel and phoning and correspondence, is expensive. For these reasons, some of the community colleges have chosen to turn over program development and supervision, as well as the logistics of travel and housing, to commercial agencies and private entrepreneurs in the U.S. and abroad. Clearly private practitioners can contribute much to international education, as they have in such areas as cooperative work experience, but there are obvious risks here that have not always been avoided. If our programs are to be **study** abroad they have to be designed with study ends in mind, with learning obligations structured into the experience, with credit awarded after suitable evidence of learning. These obligations require that we develop a cadre of academics knowledgeable in the theory and practice of international education, and that we develop organizational forms that allow us to share these academics and the programs they develop.

Perhaps the most promising organizational mode for improving the quality and reducing the cost of study abroad programs in the community college is the consortium. The largest and oldest of these, The College Consortium for International Studies (for most of its existence The Tri-State Consortium) now includes more than

thirty colleges from seven states and Canada; the short and long term programs offered in thirty or more countries each year are open to all consortium members on a cost sharing basis.

An obvious possibility is the statewide consortium that would serve all of the community colleges of a single state; part or full-time staff for a state consortium might be part of the official statewide apparatus supervising and serving community colleges, or employed directly by the consortium. A somewhat elaborate proposal for consortia on international education of this kind has been made recently to the community colleges of New York.

The AACJC's International/Intercultural Consortium has not yet undertaken to provide direct services to member colleges interested in study abroad program sharing. There is no reason why vision and persistence might not allow us to transcend the vagaries of state formulas and philosophies so that we might create The World Campus Programs of the American Association of Community and Junior Colleges, a national consortium that would help us inventory and pool all of our study abroad programs — and invent new ones — so that community college students anywhere, regardless of the size of their college or the worldliness of its staff, might have study opportunities anywhere in the world.

Finally, and most urgently, we need a **populist theory and practice of study abroad**. The texture of most writing and advocacy of cultural exchange, with its emphasis on moving elites around the world, the image of the junior year abroad, the emphasis in the literature and in practice on students from prestige institutions in one country attending similar institutions abroad — little of this seems to come out of our experience, to speak to our students and our mandates. Our do-

mestic educational practices — open admissions, for example — reflect our philosophic commitments to democratic egalitarianism; to universalizing postsecondary education; to harnessing learning to community development; to recurrent and lifelong learning. We now need to find the international equivalents of our domestic educational practice, a populist pedagogy of international education that answers such questions as: Who is to study abroad? Where? In what kinds of institutions? In what kinds of formal and nonformal learning arrangements? Studying what?

What Has Happened?

All of these have happened:

Twenty community college secretarial students go to England for the summer. They live with English families; work as secretaries in English offices; and study typing, shorthand, and business practice at an English college.

Seventy-five criminal justice students from a number of community colleges spend intersession in London and Paris studying comparative criminal justice systems at Scotland Yard and the Surete. They travel with 200 other students who will study theatre arts, nursing, art history, antiques, marriage and the family, human services, merchandising, and assorted arts and sciences in the British Isles.

A Seminar on Child Welfare takes students to Denmark, Sweden, and Norway. Another group of students stays in Denmark studying "Kierkegaard and the Existential Tradition."

During one intersession the community college students of one consortium study art and art history in Egypt, Italy, Germany, England, Mexico, and Spain.

The liberal arts — language, culture,

and the basic disciplines — are offered in Denmark, Germany, England, Israel, Spain, Greece, Italy, Latin America, Venezuela, Bahamas, France.

More that 100 students are placed in work-study programs in Western Europe, where they are paid for their services; they take intensive instruction in language and culture as well as in the business and industrial disciplines of their interest.

They go to Moscow, Leningrad, and Talinn for Russian history; Mexico for Yucatan anthropology; Heidelberg for German history; and Dublin for Irish studies.

Three hundred students study in Israel: in Hebrew University, Tel Aviv, Bar Ilan, Haifa, and the other "big seven" universities; in regional and community colleges; in religious institutions; in programs that mix classroom instruction with measured amounts of observation, travel and experience; in kibbutz programs, where they live, work, and study; and throughout the country, using "learning contracts" and programs of study cut to the measure of the individual student.

A U.S. community college helps a community of 24,000 "oriental" Jews start a community college, and a group of students from that college live in homes in the community, teach English and do other socially useful work for their room and board, do independent study and take classes; a group of Israelis from the community, many of them community leaders, enroll in the U.S.-sponsored and supported community college.

The community colleges are moving. If too many of their students are moving to Western Europe to do cathedrals and landscape and too few to Asia and Africa to work and to learn through service, that can change. If too many of the programs are intersession and summer programs, too brief to have serious impact, that can change. What is im-

portant is that the community colleges are beginning to move their students into the world.

New Pedagogies

Study abroad and cultural exchange may indeed increase understanding among the peoples of the world, contribute to a new economic order by furthering the transfer of technology, and in these ways serve the causes of peace and prosperity; if these things happen, they justify our claims that our programs deserve the moral and financial support of those concerned with world order and the place of the United States among the nations, but they do not justify the energy and time and money students and faculty spend away from campus. Our case for study abroad must ultimately be educational: it is that something of importance to the learning of students happens in these places that is not likely to happen at home.

If the community colleges are indeed enrolling "new students" — youth and adults without the superior literacy and linguistic skills that populate selective colleges — it would seem to follow that they would need to be taught by new pedagogies, that appropriate educational strategies for them would differ sharply from those devised for those whose talents and learning styles are different.

It is clear that the community colleges are responding with nontraditional pedagogies, although the literature of innovation may exaggerate the amount and significance of the change that is occurring. The growing use of instructional systems and television courses, the creation of learning and skill "centers," the vocabulary of instruction that includes such terms as "learning manager," "behavioral objectives," and "accountability,"

represent perhaps the most widespread pattern of responses to date to the call for a new instruction.

The study abroad movement would appear to be part of the "experiential" wing of academic reform, that body of opinion that argues that the formal school environment is an insufficient environment for our students and the learning tasks required by our society. James S. Coleman, perhaps the best known exponent of the point of view, has argued that our schooling is "knowledge rich and action poor," and proposed that students spend more of their time in work and other nonschool environments as part of their maturation, in what he has called "the action curriculum." The most complete exposition of the position is found in the 1974 report of a Federal panel which Coleman chaired, published as **Youth: Transition to Adulthood:**

> Our basic premise is that the school system, as now constituted, offers an incomplete context for the accomplishment of many important facets of maturation . . . .
>
> First . . . are those **cognitive and noncognitive skills necessary for economic independence and for occupational opportunities . . .**
>
> . . . a second objective consists in developing the **capability of effective management of one's own affairs . . . .** Environments for youth should provide experiences which develop one's capability for managing one's affairs in an organizationally complex world.
>
> A third objective . . . is to develop **capabilities as a consumer, not only of goods, but more significantly of the cultural riches of civilization . . .** Environments should provide youth with the kind of experience with cultural achievements that will enable them, as

59

adults, to pursue their tastes in those directions.

. . . environments for youth should also develop in youth the **capabilities for engaging in intense concentrated involvement in an activity** . . . .

. . . it is important for each person's horizon to be enlarged by **experience with persons differing in social class, subculture, and in age**. For some young persons this has been accomplished by national service in the armed forces or in activities like the Peace Corps. But for most, the opportunities for a broad range of experiences from backgrounds other than their own are simply unavailable.

A second facet of social maturation concerns the **experience of having others dependent on one's actions . . . . It is important that environments for youth provide opportunities for caring for those who are younger, sicker, old, or otherwise dependent, and to engage in activities that are responsible in the sense that they have significant consequences for others. Social maturity also develops in the context of involvement in independent activities directed toward collective goals**, where the outcome for all depends on the coordinated efforts of each . . . .

60

What must be underscored here is that these "capabilities" are not objectives for inclusion in the curriculum of the school, goals that can be approached through content, lectures, and recitation. The thesis of Coleman and his associates is that schools and colleges are one kind of environment, and the school environment itself, however manipulated, is "an incomplete context" for the achievement of these developmental goals. In the language of McLuhan, the college itself and the pat-

terns of life connected with it are the medium, and the medium does not elicit from many of our students the capabilities and the maturation they and society need.

The research of Alexander Astin and Arthur Chickering is part of a growing body of work explicitly or indirectly critical of the impact of community colleges on students for reasons that are inherent in the very essence of our commitment: our students, living as they usually do at home, continuing on with high school friendship circles, do not experience the liberating culture shock that hits the student who leaves home; they do not experience the pressures toward independence and the enlargement of vision that come from dormitory encounters or making do without mother; continuing on in accustomed ways, they do not search out the possibilities of a new environment, new friends and interests, new relations with professors and ideas. The community college, state Coleman and his colleagues,

> . . . that is the main means of accommodating mass higher education in the United States is involved in the problems of continuous schooling and youth segregation that are fundamental in the structure of secondary education . . . and are deepened by the strain of still being "in school" two more years, at the ages of 19 and 20 and later, still in many cases removed from adult responsibilities, and facing points of decision more momentous for one's career.

The argument goes to the heart of our work, and we have paid too little attention to this most profound criticism.

The most obvious and promising non-school environment available to us in every community is the work environment, and work experience is that form of the "action curriculum" that Coleman deals with most extensively.

Community service, of the kind represented by VISTA, is clearly another kind of action that immerses students in a non-school environment that may evoke the capabilities and the qualities with which we are concerned. As we look at the service and study possibilities inherent in our ethnic, religious, and cultural subcommunities, an active form of "intercultural education" begins to take shape, one that would surround students with the stuff of other ways of life, with other accents and songs and values. "Service learning" creates the possibility of the action curriculum and the international experience for **all** students.

In many of our states, there are community colleges in rural, urban, and suburban areas, each with its own unique set of environments. A big city student might change his mind after a semester in a rural community . . . And if our national complex of community colleges includes Hostos in New York serving a Spanish-speaking community, and Navajo Community College, and colleges in primarily Black and Chicano communities, and Cape Cod and Bunker Hill Community Colleges, and community colleges in Maui and Anchorage, a "Community College of the States," a federation of colleges that extends the principle of open admissions to all students in the United States, opens up new vistas of experience and learning, and challenges the pinched vision of those of us who see mobility as inimical to community.

And, finally, Gondwana Community College (from a publication of the United Nations Development Programme):

> Gondwana is the world's newest nation . . . Gondwana is the geologist's name for the single global continent in which all of the world's mass was united billions of years ago. And though that continent

broke apart long before the evolution of humanity, it has recently been "reborn" in a very important sense.

If, in Harold Taylor's trenchant phrase, the world is teacher, we look for those places in the world that will help our students learn what they want to learn, and what they must learn.

We need a pedagogy of experience. It will be as demanding and as rigorous as the pedagogy of the classroom, but it will be different. We will not send students into the world insisting that they learn there exactly what they might have learned at home, that they study English 101 in Brazil or History of Western Civilization in Kenya.

It will be a pedagogy of environment. Part of the pedagogy will be like the work of the good college or transfer counselor who knows that the small college or the large college, the intellectualist or the activist college is not right for all students, but each kind of college environment is right for some students. The teacher who uses the world will not begin with *a priori* and fixed assumptions about whether formal or nonformal learning environments abroad are best for all students; he will not insist that the "best" colleges in the other country are the best places to house programs, any more than he will insist that the "best" colleges are best for all students in the United States. And, in similar fashion the teacher will be aware of the range of possible living arrangements — the foreign dormitory, the homestay, the apartment shared with U.S. or indigenous roommates, the U.S. "enclave" — and will use these environments differently for different students. And the foreign community and country, the people and the institutions and the culture, and how to help each student encounter them will be part of the plan the teacher makes for each student, with each student.

Ideally, then, the teacher has available a range of formal study opportunities in the other country in which he may place students; has access to nonformal work and service learning opportunities; can place students in different living arrangements; and can help students experience the people and places of the country. The learning plan for each student tries to organize these elements uniquely for each student in a way that recognizes the learning goals of the student, the commitments of the college, and possibilities for learning afforded by the environment.

Being Participant and Observer

Woody Allen once remarked that whenever he walks along a shady path or a sunny beach, he feels at two with nature.

The function of the teacher in the pedagogy of experience is to intervene, to spoil the purity and the flow of the experience, to help the student feel at two with the experience: to be both participant and observer.

Credits and degrees may indeed clutter up experience; that is their purpose, and to certify that the experience has yielded learning.

Bacon's "Of Travel" testifies to the educative value of travel ("Travel, in the younger sort, is a part of education; in the elder, a part of experience") and is a manual for teachers and students:

> If you will have a young man to put his travel into a little room and in a short time to gather much, this you must do: first . . .he must have some entrance into the language before he goeth, then he must have such a servant, or tutor, as knoweth the country . . . let him carry with him also some card, or book, describing the country where he travelleth, which will be a good key to his inquiry; let him keep also a diary . . .

> let him sequester himself from the company of his countrymen, and diet in such places where there is good company of the nation where he travelleth.... When a traveller returneth home let him not leave the countries where he hath travelled altogether behind him, but maintain a correspondence by letters with those of his acquaintance which are of most worth ....

(To this day those advising the studious traveler stress the diary, the journal, the log. "I never travel without my diary," Oscar Wilde had one of his characters say. "One should always have something sensational to read in the train.")

"Buy beforehand the map of the country you are going into," Thomas Jefferson advised John Rutledge, Jr., in 1788. "On arriving at a town, the first thing is to buy the plan of the town, and the book noting its curiosities. Walk round the ramparts when there are any. Go to the top of a steeple to have a view of the town and its environs."

Bacon and Jefferson advise the traveler to prepare himself with language, to rehearse the geography of the country, to record his findings carefully, and to consider beforehand what he wants to observe, to learn, and how to get the information or evidence he wants. To investigate the influence of politics on everyday life, Jefferson makes these suggestions:

> Politics of each country. Well worth studying so far as respects internal affairs. Examine their influence on the happiness of the people: take every possible occasion of entering into the hovels of the labourers, and especially at the moments of their repast, see what they eat, how they are clothed, whether they are obliged to labour too hard; whether the government or their landlord takes

from them an unjust proportion of their labour; on what footing stands the property they call their own, the personal liberty.

In many ways, the most remarkable treatise on the subject is Harriet Martineau's 1838 volume **How to Observe**, which deals at length with what to observe as well as how to observe, and means to organize the prospective traveler's field of vision so that he knows what he will be looking and listening for before he sets off, and equips him with canons of judgment and techniques of recording and organizing his findings. A small extract from her section on cemeteries will reveal how she points her reader to cultural phenomena, provides them with general notions of their meaning, and illustrates the principles with examples from her own experience and reading:

> He will find no better place of study than the Cemetery, — no more instructive teaching than Monumental Inscriptions. The brief language of the dead will teach him more than the longest discourses of the living.
>
> He will learn what are the prevalent views of death; and when he knows what is the common view of death, he knows also what is the aspect of life to no small number; — that is, he will have penetrated into the interior of their morals. If it should ever be fully determined that the pyramids of Egypt were designed solely as places of sepulture, they will cease to be the mute witnesses they have been for ages. They will tell at least that death was not regarded as the great leveler, that kings and peasants were not to sleep side by side in death, anymore than in life. How they contrast with the Moravian burial-grounds, where all are laid in rows as they happen to be brought to

> the grave, and where memorial is forbidden! . . . The fact of where the dead are laid is an important one. If out of sight, death and religion may or may not be connected. In the cemeteries of Persia, the ashes of the dead are ranged in niches of the walls; in Egypt we have the most striking example of affection to the body, shown in the extraordinary care to preserve it . . . .

It is clear that such prescriptions are in the spirit of the modern ethnographer and ethnologist, albeit their texture and angle of vision is literary rather than scientific. In **The Cultural Experience**, two American ethnographers, James P. Spradley and David W. McCurdy, describe their use of ethnographic semantics in an undergraduate course that has lower division students learning the vocabulary and approach of the ethnographer, choosing what the authors call a "cultural scene," finding "cultural informants," and using the perspective and the tools of the ethnographer to describe the meaning of the scene in the language and through the eyes and value system of the informants. The examples of student field work included suggest that the approach might well be useful to community colleges exploring ways of teaching students "how to observe" before they leave for the other country.

At Rockland Community College in New York, a group of faculty is designing "International College," an administrative unit of professors and students interested in international education. One area of concern is how the study abroad experience is stitched into the two-year program of studies. Students at International College can now organize a two-year curriculum around a country or region of the world or an ethnic or religious subculture; the program allows for at least one semester on campus — studying,

say, Irish literature, history, and language; a semester in the community doing field work in some aspect of the Irish-American experience and community; and a semester or a year in Ireland. Programs in Irish Studies, Judaic Studies, and Christian Studies based on this schema are now available, and others are in various stages of development.

Seymour Fersh has warned that if the teacher teaches, or teaches too much, the world will not yield its surprising revelations to the student, that he will see what he has been taught to see rather than what is there. That is the risk we run when we teach our students what to look for in a poem, or picture, or country. It would appear that the greater risk would lie in our sending our students around the world without maps, or language, without questions to ask and orderly ways of getting them answered.

Rockland in Israel

From **The Jerusalem Post**, (November 8, 1976: "Contract Education," by Lea Levavi):

> Students at Rockland Community College . . . can come to Israel for a year or longer and get credit at home, not only for formal studies at an Israeli institution of higher learning, but also for independent research done while working on a kibbutz or for tutoring slum children in English under professional supervision.
>
> Today 200 students are studying or working in Israel within the framework of this three-year-old programme, the only one of its kind in the country. Some are registered in one-year programmes for foreign students at Israel's universities; others are doing academic level work in nonacademic settings . . .
>
> The new concept of 'contract learning'

is actively applied in the Rockland programme here. Under this system, a student meets with an advisor from the university, and the two draw up a contract stating what the student must do to earn his degree, or credits toward his degree. The contract is designed to be flexible and to meet the student's interest, without a lowering of academic level.

An example is a girl who wanted to learn how to teach English as a foreign language and was also interested in researching the different Jewish communities in Israel . . . According to this girl's contract, her studies here will include tutoring children in English at their homes, under the supervision of an experienced teacher of English teachers. At the same time, she will establish rapport and learn about their diet. She will have reading assignments, papers to write and other academic requirements, but she will also have personal involvement with what she studies.

Rockland's Jerusalem office . . . helps and counsels the students during their stay here in everything from technical problems of registration to personal difficulties.

Rockland is looking for ways to expand its programme . . . perhaps to serve Israeli students in some way.

69

Some Proposals

Even those who question the meaning and the value of the Peace Corps to the countries of the world that accept volunteers will testify to the powerful and transforming impact of the experience on the volunteers themselves. Can we harness such experience to ends of formal education?

We might create a new degree in Inter-

national Service to symbolize our commitment and intention, and use the degree to experiment with forms of incorporating foreign service learning into the community college curriculum. Students might take a first semester of language, culture, and skill training; spend one or two years in the other culture in working and serving in agriculture, teaching English or intermediate technology, in allied health or one of the human services; and return to campus for a semester of reconstruction and synthesis.

There might be established in Washington, independently or in conjunction with the Peace Corps or other international agency, a World Community College Service Corps that would place our students in study-service programs throughout the world, hopefully alongside their counterparts from other countries. If UNESCO and/or UNDP could become interested, their projects in literacy, population, housing and environment throughout the world might become the infrastructure of a worldwide service learning college without walls — or borders.

70

A Resolution

From: "Resolution on the development of World Community College: A college of colleges devoted to the exchange of information and assistance on community-based, short-cycle education" (November 1975, Vancouver, British Columbia).

"All of the nations of the world share a concern for renewing their educational systems so that they may contribute more effectively to their citizens, their communities, their countries, and the world community. As part of this worldwide effort toward the reform of education, countries are developing new community-based, short-cycle institu-

tions devoted to education for development and community renewal: community colleges, village polytechnics, technicums, institutes, colleges of further education, open universities. Experiments in the use of instructional technology hold promise of making learning available in areas that cannot be reached by schools and teachers, and offer assistance to the teacher in schools interested in enriching classroom instruction. Nonformal learning agencies are serving students and needs that formal institutions have not or cannot serve.

"Increasingly, it becomes clear that local community-serving institutions have an opportunity and obligation to serve the world community as well, since the fate of each community in the world is bound up with all of the others. Our community colleges, then, must also become world colleges if they are to prepare students for the interdependent world in which they will live.

"We believe that worldwide movement toward educational transformation can be strengthened and accelerated if each country and each institution can have access to the experiences of the others engaged in a similar quest. The delegates to this International Assembly, therefore, propose that an effort be made to create an ongoing mechanism for international collaboration on community-based, short-cycle education.

"The objectives of such an agency would include:

"1. A world inventory of institutions, programs, and individuals engaged in or interested in community-based education;

"2. Research on effective practices in community-based education;

"3. The publication of bulletins, journals, and other material on community-based, short-cycle education;

"4. The provision of a linking service that would enable individuals and institutions in need of advice and assistance in areas

such as curriculum and staff development;

"5. Faculty and student exchange.

"The undersigned now resolve that:

"1. We endorse the principle of World Community College, a college of colleges throughout the world working together to share information, resources, and inspiration, looking toward the possibility that students on any campus might be welcome to visit and study on the campuses of any constituent college . . . . "

(Signed by educators from Guyana, Bahamas, Iceland, Libya, Canada, Pakistan, U.S.A., Swaziland, Mauritius, Kenya, Republic of China, Mexico, South Africa, India.)

Providing Technical Assistance Services Abroad

By Fred H. Harrington

American higher education has reason to be proud of the part it has played in providing technical assistance abroad in the years since World War II. It has trained many of the specialists who are now in charge of directing development projects in Asia, Africa, and Latin America. It has helped to set up educational and research institutions in the developing world. It has provided experts who have become directly involved in improvement schemes in these nations.

In supplying such assistance abroad, American postsecondary institutions have had a major impact in the United States. Foreign students taking training courses have

been an asset on our campuses. American professors and students who have taken on assignments overseas have broadened themselves, and, returning home, have been more effective than before. They have helped internationalize curricula in their colleges, have had more to offer to their off-campus adult education clientele; and they have added significantly to their nation's understanding of the world. Together with the increase in the training of experts specializing in foreign areas, and research and writing concerning those regions, this represents a major trend in American academic life.

Satisfying though this record is, it must be described as far from perfect. We have too often provided technical assistance that did not really fit the needs of countries overseas; and have too often failed to give foreign students the training they should have if they are to participate effectively in development programs when they return home. And, sad to say, we have not used our own resources very well. Many Americans who could be very useful in foreign aid programs have not been called on to assist. High on this list are the faculty members and students in our community colleges. So here we have an important assignment for tomorrow.

Putting it another way; in the next few decades the community colleges must play a much larger role than they have to date in providing technical assistance abroad. This they can and should do, in the interest of foreign countries, especially the developing nations of Asia, Africa and Latin America; in the interest of the United States and our image and influence overseas; and in the interest of our people at home, specifically including the community colleges themselves, and the communities they serve.

Why Has The Role Been Less Than It Should Be?

1. At first many of the community colleges were not prepared to venture into the technical assistance area. When the first massive foreign aid programs were launched, soon after World War II, the community college movement, as we understand it today, was relatively young. Many of the institutions were just getting started, and of necessity had to concentrate on necessary first tasks: constructing facilities, building staff and organizing curricula, establishing satisfactory relations with their communities. Many had to wrestle with fundamental issues — the relationship between academic and vocational offerings, the definition of local needs, accreditation. Nearly all were swamped with students, which made it difficult to think beyond the campus, let alone look abroad.

2. The community colleges were not asked to participate in many of the early technical assistance programs. American educators and government officials did become aware of the growth of the community college movement in the 1950's and early 1960's. Few, however, realized how quickly these new institutions assembled an enormous reservoir of manpower training specialists. So the tendency of government officials charged with mounting Point Four, ICA or AID programs was to turn toward the professional schools of established degree-granting colleges and universities. Much attention was paid to the land-grant colleges, since they had strong agricultural units, and had a tradition of emphasizing applications and service as well as training and research on the theoretical side. Other professional schools — engineering, medicine, education, business administration — were drawn upon for experts to be sent abroad, and for the training of foreign students in the United States.

75

3. When they sought technical assistance from the American academic establishment in the first generation after World War II, foreign aid recipients seldom thought in terms of the community colleges. Those who had studied in the United States had for the most part attended degree-granting institutions, and were inclined to look to the colleges and universities from which they had graduated (overseas alumni tend to have fierce alma mater loyalties). Others involved in choosing institutions had strong preferences for the American institutions best known abroad, because of the prestige factor attached to degrees earned at or advisers drawn from such campuses.

The recognition factor, then, worked against the community colleges. Even more significant was the tendency of newly independent countries to put the heaviest emphasis on degrees. Starved on this front during colonial days, Asians and Africans had diploma fever in its most virulent form in the 1950's and 1960's, when they were seeking education abroad. When they were seeking experts, they had a strong preference for academics from degree-granting institutions (and in fact wanted specialists from "prestige" campuses when they could get them, and from universities rather than colleges).

Difficulties Remain, But The Years Are Bringing Changes

1. The community college system is still growing; but there are fewer new colleges being started these days, and with the decline of the "college-age" population, enrollments have begun to level off. Community college leaders can thus turn to new challenges — improved service programs in their localities, course offerings and other activities for older citizens, and international activities.

As their names indicate, these institutions are community-centered; and many

communities are not world-minded. Local and state officials responsible for funding may take a jaundiced view of community college educators who insist on global emphasis in courses, or on attracting foreign students, or on study abroad. In like fashion they may wonder if faculty members should go abroad to help foreign countries set up manpower training programs or to provide expertise ("Don't we need them here at home?"). Such doubts and questions of course are not confined to the community colleges. I have been grilled by legislators on these same points.

Fortunately, Americans in every part of the United States are coming to see that understanding of the world is a necessity rather than a luxury. The prosperity as well as the culture of every community in the land rests in part on contacts with foreign lands. It is comforting to see how this is being recognized increasingly each decade; how community colleges are reflecting this interest, in vocational, adult and terminal sequences as well as in college-preparatory courses.

The rising interest in intercultural programs also turns attention outward (and, as we know, the community colleges have a high percentage of the national total of minority students with strong intercultural interests). The impact of foreign students is important, too. And perhaps most important of all is the recognition that faculty members who go abroad to take on technical assistance assignments are improving themselves, and will be able to serve their communities better on their return home.

2. Slowly, but I think surely, Americans are coming to see that community colleges loom large in the United States pattern of post-secondary education; that these colleges boast on their faculties a highly significant percentage of the nation's technical training pool. To be sure, government officials or-

ganizing technical assistance abroad are inclined to turn first to their old partners, the professional schools that have supplied the lion's share of experts in the past. Besides, the degree-granting colleges and universities continue to feel that they should have most of the business. But there is growing awareness of what community colleges can do in providing technical assistance overseas, for planning and operational assignments, to help set up training institutes, and to educate foreign students in technical fields.

3. Still more heartening is what is happening abroad. In South Asia — my home for the past six years — in Africa and in Latin America there is an increasing demand for "practical" education. Universities are giving more attention to applied work (training for national development needs); and there is mounting recognition of the need for training below the degree level. Everywhere in the developing world there are unemployed engineers and physicians, and in the same countries shortages of technicians, foremen, the critical support staff that makes the American technology work. Wherever one goes, one hears of the need for de-emphasizing degree programs (especially of the "non-useful" variety); and a shift to practical training in the health fields, in agriculture, in industry, and many other areas.

Here we have a great future field for American community colleges. Not that the future will bring instant success. The developing world — and Europe too — sets great store on degrees. Prestige may outweigh income prospects in the eyes of many young people and their parents. In many parts of the world working with one's hands is still considered undignified. In many countries, women have fewer opportunities than men. And often the governmental structure does not fit in with the new needs.

In many a country, technical vocational

training is outside the regular school structure, which may affect quality and prestige alike. Separation also makes it unlikely that the American type of community college will develop in many parts of the world (that is, an institution with technical training and degree-transfer on the same campus). But the trend is unmistakable, and is probably the most important trend in the whole area of technical assistance.

What Should Be Done Now?

1. All community colleges will be involved in the international education field, offering courses with global content, and working world materials into every part of the curriculum. This is inevitable in view of the internationalization of American higher education, and the increasing interdependence of all nations. All or nearly all will be taking foreign students, and will be interested in opportunities for American students to study abroad. A smaller number of colleges will be interested in technical assistance projects; but the future will bring much increased activity here.

Success in this area calls for good organization on campus, with a specific faculty member able to devote a significant amount of time to international matters. This faculty member, or the college administration, must also have contact with other community colleges; for technical assistance projects typically require the participation of more than one institution.

If there is a substantial effort to provide help in, say, a West Indian country, it will call for sustained effort over a period of years, and the services of a fair number of experts, be it in agriculture or health or business administration or home economics, or whatever. The community colleges have many specialists in these fields; but most of them are pop-

ular options, and there is no large surplus of specialized faculty in the field on any one campus. There may indeed be no surplus at all, which means that there must be temporary replacements back home to make the necessary manpower available back home. The involvement of more than one college makes arrangements easier. And I am impressed at the strides that have been made to create consortia arrangements.

Combinations can go beyond the community college field. Sometimes there can be arrangements to include trade schools or other proprietary institutions, or trade unions or business organizations. Again, community colleges can sometimes work with state or private colleges or universities, though this has not been managed very often in the past.

If community colleges are interested in participation in technical assistance abroad — and they should be — they will need to do educational work in their communities, and on the state financing level, to educate doubters as to the value of this involvement. In some regions this will be slow work; but it is worth doing.

2. On the national front, there are signs that the picture is getting better. The American Association of Community and Junior Colleges has now set up a permanent international office, with help from the Kellogg and Ford Foundations and its own resources. Other associations in the Washington area (the American Association of State Colleges and Universities, for example) have indicated their desire to cooperate with the community colleges in the technical assistance area.

We have now set up a Council for International Cooperation in Higher Education, sponsored by AACJC and other higher education associations. This council, which grows out of the Linkages Study with which I have been associated, proposes to work

with government agencies to broaden representation in the technical assistance and change areas, so as to include community colleges and other institutions that have often been overlooked.

There is much to be done; government agencies do not all recognize the ways in which the community college system can be helpful. But there are signs that the new International Communication Agency (which combines the Bureau of Educational and Cultural Affairs of the U.S. State Department with the United States Information Agency) will be looking toward the community colleges. I have hopes that the Fulbright program can be expanded as one step in the right direction. The Agency for International Development, having defined its role as concentrating on rural development in the poorest of countries, certainly needs the help of the community colleges; they could contribute a good deal in the new Title XII (food and nutrition) area as well as in many of the applied fields that AID considers vital. The Office of Education, as it increases its international involvements (and it wants to do so) will have the community colleges in mind.

I have myself talked about the role of these institutions with Dr. John Reinhardt, who heads the International Communication Agency; with Commissioner Ernest Boyer of the United States Office of Education (who had many community colleges in his system when he headed the New York State University); and with Governor John Gilligan of AID. I find all interested in the contributions community colleges can make; and all are aware of the way in which the community college network ties into the whole American public, and can help bring our international efforts the public support they need. Congressmen, who have always known of the importance of the community colleges, now are becoming aware of their

growing international side.

3. The overseas picture is a muddled one; but I have been impressed by the change in views of educators and professional people, and government officials both in the developing world and in the economically more advanced nations. There are the beginnings (just the beginnings, unfortunately) of a true world community college movement. There are efforts everywhere to improve the quality and increase the number of technical and vocational schools, with help from the United States. There is interest in Asia, Africa, Latin America, and Europe in linkages with community college systems.

What is needed, obviously, is joint planning — travel back and forth not only of government officials and educational administrators, but also of the experts involved in the many different specialties involved in technical assistance. We need, we very much need, funds for travel and for joint planning. These are hard to locate, but they can be found. Relatively small sums can do a great deal here, setting up substantial projects which can be financed by our and foreign governments.

There is much to do ahead; but I am optimistic as I look to the future.

A Model Agreement with a Foreign Junior College

By Daniel R. McLaughlin

The agreement between Asnuntuck Community College in Enfield, Connecticut, and Chien-Hsien Junior College of Technology in Chungli, Taiwan, Republic of China, began as a collaborative effort between business and the two colleges. The owner of the Jade Inn Restaurant in Enfield, Connecticut, developed the initial contacts between the two institutions. During the summer of 1977, the president of Chien-Hsien Junior College and some of his staff visited a number of countries and their two-year colleges; Asnuntuck Community College was only one such institution visited. However, the staff at Asnuntuck was encouraged to develop further the informal relationship that resulted from this visit; this challenge was accepted and the

development initiated.

The first step taken was to study the two-year college system in the Republic of China. A concurrent step taken involved asking Chinese friends and acquaintances about the system. This step later proved to be invaluable because the people contacted not only gave the staff cultural and practical hints, but also wrote letters and cards of introduction to important people in various governmental and educational posts in Taiwan. The businessman proved also to be an asset to Asnuntuck because of his friendships and knowledge of the country. Without these friendships, many meetings that contributed directly to the signed agreement could not have been held.

The informal arrangement began to become formalized when the businessman, the president of Asnuntuck Community College and his wife were invited to visit the Republic of China and Chien-Hsien Junior College of Technology. The president's wife, who is an associate provost at a four-year institution in New York City, took the assignment of working with the Republic of China's Embassy and Information Office in New York City; the college president met embassy people at an AACJC I/IC Consortium conference in Florida in early 1978. In addition, he began to send various packages of information to Chien-Hsien Junior College of Technology: catalogs from other colleges; equipment information; technical curricular information developed by the Technical Education Research Centers (the president is a trustee of this organization); and other such information. Finally, he sought clearance from the United States Department of State, through the college's Congressman, Toby Moffett. The businessman took the role of making arrangements for the flight and two-week stay in Taiwan.

About one month before departure, a letter was sent to all American-related businesses in the Republic of China that could be serviced by the college. The president of Chien-Hsien Junior College approved of both the letter and the concept behind the letter: a two-year college is a keystone in any area's economic plan as it prepares the human resource. This letter could not have been sent had it not been for the cooperation of Mr. Thompson, cultural affairs officer, United States Embassy, Information Office in Taipei. Mr. Thompson proved later to be of valuable assistance in the actual writing of the agreement. Considerable credit is due Mr. Thompson and his staff for the success of this mission.

Preparation for Visit

Before taking the trip, a number of lectures were heard on the Orient, including discussions of the economy. In a poor economy, education tends to be sluggish. Without a question, Japan, the Republic of China, and South Korea are developing into strong economic countries. All the lecturers seemed to agree that Japan was the leader, with Taiwan and South Korea about five to ten years behind in respective order. Once we arrived in Taiwan, it did not take us long to confirm that the country's economy was growing at a rapid rate.

Chungli, the area in which the college is located, is a few kilometers south of Taipei; it is in a concentric circle around the capital city which is growing. Many American-related businesses are locating in the numerous industrial parks of the area. In addition, the new National Airport, one of Taiwan's ten national projects, is located only fifteen minutes from the campus. Two other national projects, a freeway and a railroad, also run through the area.

Finally, one other factor played an important role in the discussions that led to the agreement. This factor was the attitude of the people. Perhaps it is an oversimplification to say that the attitude that was transmitted by many different people was similar to the one that existed in the United States in the '50's: nothing is impossible — the impossible only takes a little longer. This attitude contributes to the ease of accomplishing new tasks.

When the discussions with Chien-Hsien College staff and government officials began, all of the above factors were taken into consideration. With the businessman acting as interpreter and often guide, many program suggestions were made by the Asnuntuck president and his wife. These suggestions included both academic and non-academic programs. For example, Chien-Hsien staff are now developing an advisory council of area business and industrial leaders; they are working on an education-work council; they will soon expand their cooperative education program.

Elements of Agreement

Slowly, through numerous discussions, the elements of the final agreement began to emerge. The specific items of the agreement were rewritten numerous times until they took their current form.

The items in the agreement are:

1. Both colleges agree to support and help each other in educational and cultural exchange programs.

2. Both colleges agree to work together for the advancement of technology and professional education through research and development and mutual exchange visiting programs.

3. Both colleges agree to exchange professors and other professional people, students and education materials such as books, records, and academic credit, equipment

and materials whenever possible.

4. Asnuntuck Community College agrees to foster and develop relationships with various groups that will result in a cooperative program throughout the area that will help manufacturers recruit and train employees from Chien-Hsien Junior College of Technology.

5. Chien-Hsien Junior College of Technology agrees to have Asnuntuck Community College act as its consulting agent in the purchase of educational equipment and materials.

6. Both colleges agree that this agreement may be revised through discussion and mutual consent by both parties.

What Is Included

The first item in the agreement is found in most every international agreement between four-year colleges. Mr. Thompson of the United States Embassy was helpful in pointing this fact out to the colleges. However, for the technicians' level of education, it takes on new meaning. Business is international and as a result, both language and cultural patterns need to be understood by the technician. In Taiwan, fluency in the English language is demanded in the major cities for secretaries and other typical two-year college people.

The second item of the agreement covers staff development and also Asnuntuck's president's involvement in the Technical Education Research Centers. At the present time, the next president of Chien-Hsien Junior College is in the United States studying a variety of areas that will be beneficial to her when she assumes the chief executive officer role. Her program of study includes observing and participating in the management of Asnuntuck, participating in a variety of industrial training programs, and reviewing

87

new equipment and its various sources. This summer a group of staff members from Chien-Hsien will visit Asnuntuck, and each person will participate in an individually designed program that relates to his or her area in the college. In addition, this visit will develop friendships between the staff members of the two colleges.

The third element grew from the discussions surrounding the second item: "Both colleges agree to exchange professors and other professional people, students and education materials such as books, records, and academic credit, equipment and materials whenever possible." It became apparent that the exchange of materials and people as isolated items would not accomplish what had been discussed. For example, if a computer technology program is adopted, staff and students from Asnuntuck will be sent to implement the program and demonstrate to area business people what students with such a background can do for them. Another element built into this third item is assistance in selecting good educational materials. The Technical Education Research Centers have developed a number of two-year college technical curricular programs. The Texas center is currently completing an extensive program on the laser beam; this kind of material will be shared with Chien-Hsien staff. Other similar material from other sources will also be sent to the college.

The fourth item in the agreement relates to community relationships and is based on the concept that a two-year college is a keystone to an area's economic development. Other contributing concepts include the education-work council, cooperative education, and the two-year college as a training center for people whose skills are obsolete. The closer a college works with its area's employers, the more likelihood there will be that the academic programs will remain cur-

rent with technological advances. Students graduating or trained in programs that have been guided by employers will be employed. Since returning from Taiwan, Asnuntuck's staff have visited several corporate headquarters of companies with divisions or associated companies in the Chungli area. These visits were to discuss these concepts and formalize the relationships between the company and Chien-Hsien Junior College of Technology. This item is perhaps the easiest one to implement, and so the greatest strides have been made here.

The fifth element of the agreement concerns equipment for Chien-Hsien Junior College. While no one has asked, it is felt that one of the reasons Asnuntuck was selected to visit the Republic of China was because of the staff's abilities in finding equipment. In Connecticut one community college still exists in trailers; there is considerably less money behind each community college student than the average for a high school student. Asnuntuck's staff is noted for its ability to scrounge, put pieces together, and get things done in spite of the state. The college is in a new building after starting in an abandoned school. It has good equipment and has a library, even though it is the youngest community college in the state. The staff of Chien-Hsien, and for that matter other colleges visited in the Republic of China, wanted to learn these techniques from Asnuntuck's staff. It should be noted that while the term "consulting" is used there is no exchange of money for this service. Rather, the staff at Asnuntuck takes both pride and enjoyment in helping others get things done in spite of obstacles.

The final element in the agreement is there to allow for change. Many other areas were discussed, but for one reason or another they could or should not be included in this first formal agreement. However, the opening

is there for change, and it will most likely be used to expand the activities between the two colleges.

Relationships

Finally, it must be noted that the agreement, its comprehensiveness, and, so we are told, its being the first of its kind for two-year colleges in the Republic of China and the United States, grew out of discussions and relationships. The essence of all that happened was a desire on the part of two colleges to relate to and help each other. There was no desire to be first or even to have printed and signed a specific document.

Asnuntuck's staff knows that if the Republic of China's economy continues to grow, then Asnuntuck students will be in contact, one way or another, with people from that country and that area. If the college is to prepare its students for the future, then it must make every effort to expose them to as many such cultures and people as possible.

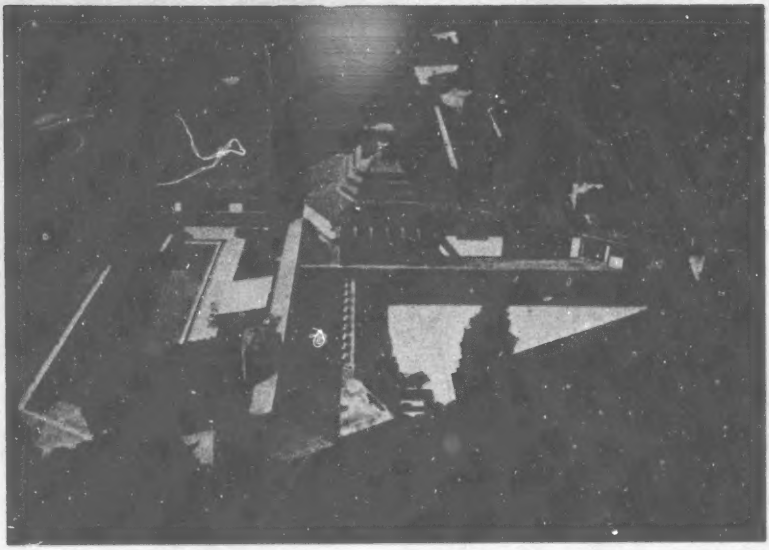
On a personal note, the president and his wife have been asked many times about the country, its people and its relationship to Mainland China. The people are warm, friendly, and exciting. They make their country move in spite of many obstacles. They recognize their problems as a country and work on some while purposefully ignoring others. The ten national projects are a rallying point both in the sense of pride and economy. Every place one looks there is development in progress.

It seemed to the president and his wife, who claim no expertise, that the battle between the two Chinas is mostly political with the underlying understanding that the two must develop some form of relationship in the future. Mainland China has space, but Taiwan will have the technology and economy. Most important positions in the Repub-

lic of China are held by Mainland Chinese, and these people speak fondly of their home area.

Taiwan has served before as a shelter for a segment of the population forced from the Mainland; this separation was later dissolved and the two segments rejoined. Perhaps history will repeat itself.

91



Report of the 1978 Wingspread Assembly

The following statement was drafted by Becky Jacobsen following the Assembly discussions of the background papers. It incorporates recommendations formulated in the various small group discussions. The statement was reviewed by Assembly participants at the final session and is presented here for further study, discussion, and action.

In a speech at the annual meeting of the AACJC in Atlanta in April 1978, U.S. Commissioner of Education, Ernest L. Boyer, said: "I'm convinced our two-year colleges can lead the way in rebuilding our commitment to international education." He stated that education must focus on a new curriculum, "one that gives us a clear vision of the unity of our world, in a social and physical sense as well," and that education "must teach us that all our actions on this planet, physical or social, are ultimately interwoven

and irrevocably interlocked." He continued: "I'm concerned that our community colleges can and must take the initiative on this crucial agenda."

Not only do we want to develop an increased awareness of the world in which we live but also develop a means of helping our communities understand the role of the U.S. in the world by understanding the issues that confront the U.S. in foreign policy decision making. We have the opportunity both to discuss the issues and to provide an international understanding of what they mean to our communities.

International education means many things to many people. The following list of examples was proposed by the Assembly as possible components of the international experience:

1. Foreign students on our campuses. The program for foreign students should include an orientation which interprets the objectives and philosophy of the community college.
2. International/intercultural education for global perspectives through curriculum development.
3. Extra-curricular programs from abroad, such as art exhibits, musical presentations and theatrical performances.
4. College programs overseas sponsored by individual colleges or consortia.
5. Community services programs and community forums on foreign policy issues.
6. Technical/development assistance and training programs for foreign nationals in their own countries.
7. Faculty enrichment through sabbaticals, exchange, study programs.
8. International business development.
9. Foreign language and area studies.

From two days of discussion among community leaders, administrators, faculty, government representatives, board members,

and international organization representatives we have developed the following recommendations.

We recommend to the American Association of Community and Junior Colleges that:

1. It should continue to develop and expand the international office within the central office to work with all AACJC member institutions. It was noted that a recent grant from the Ford Foundation will help provide for this expansion. However, because the grant is for two years and is not continuous, plans should be made now to find ways to carry on international education activities following the termination of the grant. It is important that AACJC develop a strategy for this long-term involvement in international education.

2. It should develop, through its leadership, a national mission statement and rationale on the role of community colleges in international and intercultural education.

3. Because of the lack of experience of many community colleges in international education, AACJC should explore and develop conferences and workshops which would be problem- and issue-oriented as well as task-oriented, for example: the economic impact of foreign students in the community. Individual colleges with experience could also serve as information resources to colleges wishing to expand their roles. Conference participants should include representatives of other educational associations, U.S. government representatives, foreign governments, foreign trade companies, and the U.S. corporate community. Systems of sharing information should also be expanded.

4. It should develop a strategy for strengthening the framework within which international/intercultural education exists in community colleges. The objective of this is to develop an acceptance of international/

intercultural education as an integral part of community college services. This strategy should be advanced by identifying key groups such as community college trustees, state-level officials, state legislators, union leadership, multinational corporations, university professors, and others who can play a role in moving the international dimension to a higher priority. The objectives of AACJC relate well to the new initiatives of the U.S. Office of Education emphasizing global perspectives.

5. It should research which elements of international education currently exist in community colleges, who are the specialists in the field, and the sources of funding. It could then serve as a resource center and information clearinghouse.

6. It should develop a set of institutional guidelines, such as those created for the Servicemen's Opportunity Colleges, which could be used by colleges to facilitate their involvement in a network of cooperating institutions in international education programs.

7. It should encourage linkages with colleges and universities and other organizations abroad to provide a number of individualized arrangements. These should be catalogued and added to the existing programs. Brokerage mechanisms should be developed to assist other colleges wishing to send students and faculty to particular countries.

8. It should establish a task force of practitioners in community colleges to meet with appropriate agencies in the government to help them understand the community college's unique role in international technical assistance and to explore these relationships with respect to legislation and funding.

9. It should identify multinational corporations' interests in joining with community colleges to assist students and faculty travel around the world for internships and in bringing nationals of other countries to the

U.S. for training.

10. It should prepare for its members a guide to identify the public and private, national and international, organizations and agencies which share concerns in international education and explore possible linkages.

11. It should continue its cooperation with other higher education associations to promote international linkages.

12. Community forums on foreign policy issues should be developed in cooperation with the Foreign Policy Association and the U.S. Department of State.

13. It should encourage exchange programs for faculty, including sabbaticals and foreign study, with an emphasis on orientation before departure. Faculty and staff development programs add to the colleges' ability to internationalize curriculums.

14. It should provide foreign service officers, when they are posted, information on new developments in community colleges. These briefings would to valuable to those individuals who need to be knowledgeable about U.S. higher education.

15. It should develop materials to interpret the community colleges to international communities. Modern media technology — use of films and other audio visual material — should be used to convey information on community colleges and to emphasize that these institutions are representative of American society. The unique role the community college serves with regard to adult and continuing education should be highlighted. It is further recommended that in pursuing this objective AACJC cooperate with other post-secondary educational associations.

16. Because of concern about the possible negative impact of tuition increases for foreign students, it should join with other appropriate educational associations and organizations to confront the issues on a broad basis and to work toward a positive resolu-

tion of the problem, possibly through reciprocity arrangements.

We recommend to boards of trustees and chief executive officers that:

1. Trustees and presidents should make efforts to educate local sponsors concerning the value and importance of international and intercultural education in the community college and the educational, economic, social, and cultural benefits to both the college and the community. Colleges have the responsibility to create an environment supportive of international and intercultural education efforts by making the community aware of the realities of global interdependence. Community forums may become a vehicle for achieving that end.

2. The leadership for international/intercultural education should come from chief executive officers. Effective and visible administrative structures should be created to support international/intercultural education activities and to make the administration, faculty, students, board, and community aware of the value of international education.

We recommend to the colleges that:

1. They should work for funding formulas which recognize the international component of community college programs.

2. Those wishing to serve large numbers of foreign students should analyze thoroughly the costs of providing such services and publish appropriate fees in advance.

3. They should reflect a commitment to these programs by incorporating statements supportive of international/intercultural education as integral parts of college policies and goals.

4. They should encourage development and sharing of instructional modules that have international components and that can be incorporated into general education programs to which all students are exposed.

5. They should give careful consideration to programs of international/intercultural education and the relationship to other institutional priorities.

6. They should enlist ethnic groups present in communities to expose students and faculty to different cultures through extracurricular and community service activities.

7. They should identify a person or committee in the administrative structures to facilitate international programs and services on each campus.

8. They should develop an institutional plan for international involvement in the present and future.

9. They should provide student services to serve adequately the needs of foreign students and U.S. students going overseas.

10. Colleges should explore study abroad, exchanges, and international cooperative and experiential learning arrangements for their students.

11. The colleges should develop an advisory committee of industry, religious groups, service organizations, and others to develop a strong basis for international involvement.

98

We recommend to the following groups:

1. Federal and foundation funding programs, in their priorities, should recognize and financially support the unique role of community colleges in international/intercultural education.

2. NAFSA and other international education organizations should be encouraged to develop a listing of films (international/intercultural) which can be made available to community colleges to facilitate the development of global awareness on their campuses.

3. NAFSA and AACJC, through their joint liaison committee, should be encouraged to continue to work toward strengthening professional development programs for

community college staff who have responsibility for international educational services on their campuses.

4. Universities have an obligation to assist in developing the theoretical base, concepts, and rationale for international education in the community college. The Council on Universities and Colleges of AACJC should explore methods of exposing students to ways of developing international education in their specific fields. They should also develop courses and seminars in regular university offerings on short-cycle education. They should encourage international centers sponsored by universities to engage in short-cycle education for community college faculty and administrators. They should sponsor workshops for community college faculty and administrators on how experiential learning techniques can be applied to international/intercultural education.

5. The Assembly noted with approval and interest the imminent appointment of the Presidential Commission on Foreign Languages and International Studies. It is recommended that the commission be informed of the capabilities of the community colleges and that these institutions should be fully utilized in achieving the objectives of the commission.

Conclusions

The Assembly participants agreed that community and junior colleges have a special responsibility and opportunity to help students shape as well as share their world, to create as well as adapt to changing conditions. The discussions reflected an awareness that we live at a time when unprecedented changes are occuring all over the world. In this kind of world, there is a growing interdependence; Americans need to understand the degree to which our national actions and interests affect others and are affected in turn.

The participants also discussed the need for our students to learn not only about the world but from it as well. This kind of learning will place greater emphasis on cultural studies and experiences to help students become more self-directing and self-educating.

The aims and objectives of the Assembly were achieved: participants exchanged views, reported on experiences, developed guidelines, and provided specific recommendations. The new AACJC office of International Services was directed to implement appropriate programs. The participants agreed that international/intercultural studies should be an integral part of the community and junior college curriculum.

100

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WINGSPREAD

The building Frank Lloyd Wright called Wingspread, situated on a rolling prairie site just north of Racine, Wisconsin, was designed in 1938 as a residence for the Johnson family. In 1960, through the gift of Mr. and Mrs. H. F. Johnson, it became the headquarters of The Johnson Foundation and began its career as an educational conference center.

In the years since, it has been the setting for many conferences and meetings dealing with subjects of regional, national, and international interest. It is the hope of the Foundation's trustees that Wingspread will take its place increasingly as a national institution devoted to the free exchange of ideas among people.

The rolling expanse of the Midwestern prairies was considered a natural setting for Wingspread. In the limitless earth the architect envisioned a freedom and movement. The name Wingspread was an expression of the nature of the house, reflecting aspiration through spread wings — a symbol of soaring inspiration.

The Johnson Foundation encourages the examination of a variety of problems facing the Midwest, the Nation, and mankind. In the belief that responsible analyses and proposals should reach a substantial audience, The Johnson Foundation assists in the publication of various papers and reports. Publication, of course, does not imply approval.

Additional copies of this report may be obtained from: The Johnson Foundation, Racine, Wisconsin 53401, or The American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington D.C. 20036.

During the Wingspread meeting on "International Education and the Community College" two radio programs were recorded for The Johnson Foundation's public affairs radio series "Conversations from Wingspread." These programs in cassette form are available from The Johnson Foundation, Racine, Wisconsin 53401.

Editor for The Johnson Foundation, Henry Halsted, Vice President-Program; Conference photographs by Tom Anger.

October 1978